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ABSTRACT

This curriculum guide focuses on major concepts in the history of labor unions in America as well as their current operations. The guide focuses primarily on vocational and technical secondary schools and comprehensive high schools with vocational programs but may be used by counselors, academic and nonacademic secondary school teachers, and postsecondary school instructors. An introduction discusses the importance of teaching labor studies. The section, "Overview of Labor Studies Curriculum Content," provides background reading for the classroom teacher and counselor. It presents the major topics that are most appropriate for inclusion in a labor studies curriculum. These extensive materials cover introduction to labor unions, who labor in America is, key concepts in collective bargaining, protecting workers' rights, partners in education and training, partners in public service: organized labor and community life, and labor's stand on key national issues. Topics in the next section, "Activities," parallel those listed above. Each of the 35 activities provides a brief purpose statement, preparatory steps, and a description of the activity. Brief quizzes with answer keys are provided for each unit. An appendix lists a number of resources for labor studies: print and nonprint materials, addresses of national and international unions, departments of the AFL-CIO, state central bodies, and a glossary. (YLB)

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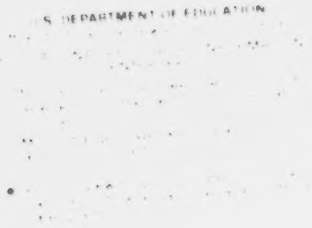

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DIGNITY IN THE WORKPLACE:

A LABOR STUDIES CURRICULUM GUIDE FOR VOCATIONAL EDUCATORS

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FOREWORD

The historic mission of the American trade union movement is to educate, to inspire, and to organize until life is improved, not just for wage earners but for all Americans.

The education component in this trilogy provides the underpinning for the other two activities, yet it remains a mission in its own right. Consequently, no theme is stronger in labor history than the quest for access to education and training for workers and their families. Support for public education, for example, flows from the belief that workers have no future if their children are priced out of quality education.

No topic will be discussed as far into the future than the constant need for training and retraining for the skills of the future as workers are jarred by technological change and rapid, wholesale redefining of a marketable skill. This endeavor is compounded by one-sided calls for United States competitiveness around the globe—a call which ignores practical realities of foreign trade and presumes human sweat is the only component of productivity and competitiveness.

Students in preparation for entering the workforce should learn about industrial democracy and about organizations that workers freely choose to represent them in all issues that affect productivity and competitiveness.

The contributions of American labor—past, present, and future—simply must be told in classrooms. It is an uneven story in which workers and the unions they formed have been blessed and cursed with the peaks and valleys common to the history of any group. It took a generation for the idea of the 8-hour day to bear fruit after the date 100 years ago when the American Federation of Labor grew out of the Federation of Trades and Labor Union at Columbus, Ohio.

It took almost two decades for workers in basic steel to form a permanent union after their efforts were crushed in 1919.

And it took much longer for A. Philip Randolph to gain recognition of the black union of Sleeping Car Porters.

Those and numerous other stories must be told—and told fairly, accurately, and fully.

This publication for educators and students, developed at the National Center for Research in Vocational Education, begins to fill that role. Some other existing materials are excellent but are a well-kept secret, too often unknown to public school classrooms. We trust these publications will not fall into that category. This guide can be used to supplement some of the other materials that have been developed by the AFL-CIO's Department of Education and by a number of international unions and state AFL-CIOs.

As you look more closely at these materials, you will see that their relevancy extends beyond vocational and technical schools. Many of the suggested activities can readily be infused into virtually every school subject. Much of the material is appropriate for the junior high school as well as the senior high school curriculum.

We feel the materials will advance the mission of trade union education described above as well as assure that students gain a fuller understanding of America's history, economy, and culture.

Dorothy Shields
Director
Department of Education
AFL-CIO

ACKNOWLEDGEMENT

Although the labor studies curriculum materials for educators and supportive materials for students have two primary authors, Harold E. Merz and Kathleen Kopp, of the National Center for Research in Vocational Education, a number of other individuals contributed to the development of this publication.

Harry N. Drier, Associate Director of Special Programs and Robert D. Bhaerman, Research Specialist and Project Director, served as major project managers and reviewers along with Roy L. Butler, Senior Research Specialist who assisted as a special consultant reviewer.

The Technical Advisory Panel contributed to the concept of the materials and reviewed them. That panel comprised of Paul Cole, Secretary-Treasurer, New York State AFL-CIO; Kenneth Edwards, Director of Skill Improvement, Inter-National Brotherhood of Electrical Workers; Evelyn Ganzglass, Educational Specialist, National Governors Association; Jewell Gould, Director of Research, American Federation of Teachers; Dean Griffin, Assistant Executive Director, American Vocational Association; Harvey Ollis, Program Associate, and Walton Webb, Coordinator of State and Interagency Network, National Occupational Information Coordinating Committee; and Jack Struck, Executive Director, National Association of State Directors of Vocational Education.

The following teachers contributed many concrete suggestions for both the teacher and student materials in an all day workshop at the National Center; Lloyd Fiecoat, Columbus, Ohio; Lynn Johnson, Douglas County, Colorado; Tim Michalak, Detroit, Michigan; Patricia Rutherford, Grove City, Ohio; Willie Scott, Chicago, Illinois; Linda Ulrich-Hagner, East Aurora, New York; and Russell Walker, Austin, Texas. In addition, the following National Center staff members also provided a great deal of input at the workshop: Steve Tirpak, Program Associate, Oren Christmas, Graduate Research Associate, and Richard Lakes, a doctoral student at The Ohio State University.

Special recognition should be given to the support and cooperation of the affiliates of the AFL-CIO which provided information and materials to the editorial staff, and to Jim Auerbach of the AFL-CIO Education staff who monitored the project at all stages.

EXECUTIVE SUMMARY

These curriculum materials are built upon the realization that knowledge of the labor movement is indispensable in the attempt to develop an awareness of the world of work and information about specific occupations.

The purpose of *Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators* is to present important information of which students preparing for transitions need to be aware, namely, that unions are a very important part of the lives of workers. Knowledge of the role unions play in their working lives is an essential part of what students in transitional stages must know as they leave school and enter the work force.

Before students move from the "school house" to the "work place," they need in-depth knowledge about the labor movement. In particular, many students in trade and industrial programs will be directly affected by trade unions. A significant number of them will work in occupations that are highly unionized, as will students who are in business and office, home economics, and marketing and distributive education.

Of equal significance to every student—both academic and vocational—is the realization that organized labor affects one's future just as surely as the economic structure affects all our lives. What one chooses to do, where one works, and the conditions of employment all are part of each student's future. Not choosing to teach the historical and operational aspects of this subject is unwarranted. This guidebook attempts to address these issues by focusing on the major concepts in the history of labor unions in America as well as their current operations.

Although the guide focuses primarily on vocational and technical secondary schools and comprehensive high schools that have vocational programs, it also is transferable far beyond those institutions. Counselors as well as both academic and nonacademic secondary school teachers—and postsecondary school instructors—should be able to profit from the availability of the material and every student exposed to it should be similarly enriched.

The guide for vocational educators has two major parts. "An Overview of Labor Studies Curriculum Content," provides background reading for the classroom teacher and counselor. The "Overview" presents the major topics that are most appropriate for inclusion in a labor studies curriculum. The materials, which are fairly extensive, provide a great deal of information that many educators may not have encountered previously. The "Overview" includes the following major topics:

- "Introduction to Labor Unions"
- "Who is Labor in America?"
- "Key Concepts in Collective Bargaining"
- "Protecting Workers' Rights"
- "Partners in Education and Training"
- "Partners in Public Service: Organized Labor and Community Life"
- "Keeping the Torch Aflame: Labor Takes a Stand on Key National Issues"

AN INTRODUCTION TO LABOR STUDIES

What is the Purpose of this Guidebook?

One of the underlying premises of youth career transition assistance is the realization that numerous skills and understandings are needed by students in order to build their pathways to jobs as well as to further education and training. Among these are career awareness, occupational information, employability skills, transferable skills, and job-specific skills. Knowledge of the labor movement is indispensable in the attempt to develop an awareness of the world of work and information about specific occupations.

The purpose of this guidebook, therefore, simply is to present an important dimension of which students preparing for transitions need to be aware, namely, that unions are a very important part of the lives of many workers. Knowledge of the labor movement and the role unions play in their working lives is an essential part of what students in transitional stages must know as they leave school and enter the work force.

Why is it Important to Teach Labor Studies?

Because of their approaching entry into the work force and before they move from the "school house" to the "work place," students need an in-depth knowledge about the labor movement. In particular, many students in trade and industrial programs will be directly affected by trade unions. According to the Bureau of Labor Statistics (1980), of 34 industrial categories analyzed, unions represent over 75 percent of the workers in transportation, equipment, metals, and manufacturing occupations. In short, a significant number of students in trade and industrial education programs will work in occupations that are highly unionized, as will students who are in business and office, home economics, and marketing and distributive education.

Of equal significance to every student—both academic and vocational—is the realization that organized labor affects one's future just as surely as the economic structure affects all our lives. What one chooses to do, where one works, and the conditions of employment all are part of each student's future. Not choosing to teach the historical and operational aspects of this subject is unwarranted. Indeed, all citizens—whether they are viewed as part of labor or part of management--should understand the role of the labor movement in the American political and economic system. Many serious students of the labor movement point out that far too many students—including many from union families—graduate and enter the work force each year with little or no understanding of the role of unions, the history of the labor movement, or their rights as workers.

Unfortunately, labor studies too often in the past have been treated with "second class" citizenship. For example, two recent research studies (Bhaerman and Hamilton 1985 and Edwards 1982) conclude that an overwhelming and documentable omission of labor studies is evident in secondary school curriculum materials for both comprehensive high schools and vocational/technical schools. The research literature in this area also reflects the negatively biased view of labor unions. This is said to take the form of some negative materials but most often is simply the result of placing no emphasis at all on the topic. This deficiency also was cited by Cole (1982) who reports that a survey of commercial materials dealing with the American economic system reveals a lack of attention to the role of the labor movement in our nation's history and economy.

The situation apparently has not greatly improved over the past twenty years. Doherty (1964), after completing a survey of students in comprehensive high schools, concluded that students in the public schools received an inadequate, often distorted, and sometimes biased picture of labor unions and the practice of industrial relations. Similarly, Scoggins (1966)—investigating the situation in California schools—indicated that many teachers and students lack adequate understanding of the labor movement's impact on the world.

As Shields (1986) points out, the distorted view of the economy and of American society in the schools is aggravated by the flood of materials sent to teachers by corporations and other management-oriented organizations. The virtues of free enterprise are presented in those materials; however, far too often labor is the missing partner. A more balanced view is needed. For too long labor's efforts in seeking economic and social justice for all citizens has been downplayed. Recognition and acknowledgement of labor's contributions are long overdue. Dignity in the workplace must be matched with equity in the classroom.

What Are the Instructional Approaches for Teaching Labor Studies?

According to Cole (1982), the two basic approaches to teaching labor studies are the development of *elective courses* and the *infusion* of labor studies concepts into existing curricula. Cole maintains that courses on labor studies can easily be developed to fit into existing elective programs at the secondary school level. Where offered, it is usually a one-semester course offered at the 12th-grade level. Some districts have a 10-week elective open to any student, and others have a 5 or 6-week "mini-course" series.

The infusion approach, on the other hand, simply means that teaching and learning objectives are incorporated wherever possible, whenever the curriculum lends itself. Relevant concepts become parallel threads weaving their way through the curriculum. Although it may not always be seen, the thread is there. The infused objectives, obviously, are not intended to replace the basic content. In this case, the vocational/technical curriculum could be characterized as coffee and the labor studies objectives as cream. When the two are mixed, a new—and hopefully "tastier"—blending has been formed.

Cole illustrates the concept of infusion by asserting that labor studies can begin in the earliest grades, particularly in relation to career education programs. At the high school level, simulations on collective bargaining and grievance processing can be tied in with career exploration and presented as part of careers in organized labor.

The key to the distinction between labor studies as an elective and labor studies as infusion appears to rest on the *emphasis* on labor studies concepts and activities. According to the vocational teachers involved in providing input to this guidebook, infusion is activity-based and action-oriented. They asserted that, as teachers, they and their colleagues can select labor studies *activities* for whatever trade-related vocational activities is occurring during any particular period: a lesson, a unit, several units, a course . . . a day, a week, a month, an entire school year.

For Whom Is This Guide Intended?

Although focused primarily on vocational and technical secondary schools and comprehensive high schools that have vocational programs, the guide should have a good deal of transferability beyond those institutions. Counselors as well as both academic and nonacademic secondary school

teachers—as well as postsecondary school instructors—should be able to profit from the availability of this material, and every student exposed to it should be similarly enriched. Undoubtedly the materials should be of value in the training offered through technical institutes and community colleges. Vocational and technical education teachers at all levels should be encouraged to plan collaborative lessons with non-vocational teachers, particularly social studies teachers who are likely to be best qualified to teach many of the labor studies concepts.

How Was the Guide Developed?

As a preliminary study, the project staff reviewed over 50 state and local curricula and courses of study as well as a great deal of relevant materials submitted by various educational and labor organizations. The staff also reviewed a large number of documents submitted by the AFL-CIO Education Department and various international unions as well as materials in the Research Library of the National Center for Research in Vocational Education.

The primary developmental process, however, focused on direct contact with and input from 18 secondary school vocational teachers (9 at a workshop and 9 by mail and/or telephone. The teachers were asked to suggest specific ways in which labor studies concepts might be integrated into classrooms. Relevant classroom examples were sought and are included in the "Activities" section.

What Does the Guide Include?

The guide has two major parts. "An Overview of Labor Studies Curriculum Content," provides background reading for the classroom teacher and counselor. The "Overview" presents the major topics that are most appropriate for inclusion in a labor studies curriculum. The materials are fairly extensive and, indeed, provide a great deal of information that many educators may not have encountered previously. However, while it may seem lengthy, in truth, it represents the "tip of the iceberg," as it were, of labor studies content. The "Overview" includes the following major topics:

- "Introduction to Labor Unions"
- "Who is Labor in America?"
- "Key Concepts in Collective Bargaining"
- "Protecting Workers' Rights"
- "Partners in Education and Training"
- "Partners in Public Service: Organized Labor and Community Life"
- "Keeping the Torch Aflame: Labor Takes a Stand on Key National Issues"

The topics in the second part, simply called "Activities," parallel those listed above.

A total of 35 activities are presented. You may wish to develop additional activities geared specifically to your local situation. Each of the activities begins with a brief purpose statement. Many, but not all, include one, two, or more steps that may be needed in preparing for the activity. (In some cases, no special preparation is needed.) One preparatory step that applies to all of the activities, however, is to read the appropriate background section in the "Overview" and assign to students the appropriate reading in the related student guidebook. As you review the activities, you will note that many are appropriate for a combination of instructional approaches: related classroom instruction; laboratory, shop, or practice; cooperative work experiences; and student organizations. Too often, the latter is overlooked as a place where important instructional goals are achieved. On the other hand, some of the activities are appropriate for just one or two of the instructional approaches.

In addition, brief quizzes are included for each of the units. Undoubtedly, you will wish to expand on them. Lastly, a number of resources for labor studies are presented. These include both print and nonprint materials (films and videotapes); addresses of national and international unions, departments of the AFL-CIO, state central bodies; and a glossary of terms.

AN OVERVIEW OF
LABOR STUDIES CURRICULUM CONTENT

INTRODUCTION TO LABOR UNIONS

"More schoolhouses and less jails;
More books and less arsenals;
More learning and less vice;
More constant work and less crime;
More leisure and less greed;
More justice and less revenge; in fact,
More of the opportunities to cultivate our
better natures"

Response of Samuel Gompers to a reporter's question, "What does labor want?"

Why Unions?

The main purpose of unions is to support the rights of workers. Unions seek to establish a system of rights in the workplace that is similar to our rights as citizens. When employers do not freely provide these rights, workers organize in unions to seek them.

Individual citizens play three broad roles in our economy, namely, as consumers, owners, and workers. Private and public organizations have been set up to assist each of these roles, for example:

- For consumers, private groups such as the Better Business Bureau and governmental consumer protection agencies watch out for unfair sales practices and shoddy products.
- For business owners, professional managers and certified public accounting firms provide oversight and expertise. Government agencies, such as the Securities and Exchange Commission, look out for investors' interests by regulating sales of stocks and bonds.
- For workers, unions and government agencies—such as the National Labor Relations Board, Occupational Safety and Health Administration, and Equal Employment Opportunity Commission—were established to guard their interests.

Historical Background

The rise of unions can be directly related to four major periods in American history:

1750 - 1830:	The Early Industrial Revolution
1830 - 1890:	Growth of a Nation
1890 - 1935:	Boom and Bust
1935 - Present:	Labor in the Mainstream

The Early Industrial Revolution (1750-1830)

The roots of unions go deep into American history. Unions began as organizations of such craftsworkers as cordwainers (shoemakers), cabinetmakers, and carpenters. The first organized work stoppage in the new United States was a 1794 action by New York printers seeking shorter hours and higher pay. Early unions' efforts to strike for better pay and working conditions were hurt by court trials that declared that this type of group effort was a criminal conspiracy. Until an 1842 Supreme Court decision (Commonwealth vs. Hunt), many union organizing efforts were declared illegal.

During this time period, the Industrial Revolution brought mass production and the factory to America. While the hours and conditions of work on the farm and in the craft shop were hardly to be envied, the early textile mills and other factories represented a new low point for wage workers. The following excerpt from a speech by early labor leader Seth Luther describes the grim environment of New England mills:

> The mills generally in New England, run 13 hours the year round, that is, actual labor for all hands; to which add one hour for two meals, making 14 hours actual labor—for a man, or woman, or child, must labour hard to go a quarter, and sometimes half a mile, and eat his dinner or breakfast in 30 minutes and get back to the mill. At the Eagle mills, Griswold, Connecticut, 15 hours and 10 minutes actual labour in the mill are required; another mill in the vicinity, 14 hours of actual labor are required. It needs no argument, to prove that education must be, and is almost entirely neglected. Facts speak in a voice not to be misunderstood, or misinterpreted. In 8 mills all on one stream, within a distance of two miles, we have 168 persons who can neither read nor write. This is in Rhode Island. A committee of working men in Providence, report "that in Pautucket [sic] there are at least five hundred children, who scarcely know what a school is. These facts, say they, are adduced to show the blighting influence of the manufacturing system as at present conducted, on the progress of education; and to add to the darkness of the picture, if blacker shades are necessary to rouse the spirit of indignation, which should glow within our breasts at such disclosures, in all the mills which the enquiries of the committee have been able to reach, books, pamphlets, and newspapers are absolutely prohibited. This may serve as a tolerable example for every manufacturing village in Rhode Island.[1]

Growth of a Nation (1830-1890)

As our nation grew from East to West, industrial corporations in railroading, steel, and commodities expanded. Along with the expansion of America, labor leaders saw the need to form unions on a nationwide basis. The many local unions which had formed lacked the power to negotiate with national corporations. Two early national efforts—the National Labor Union and the Knights of Labor—attracted hundreds of thousands of workers in many industries. These efforts failed due to

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[1] From *A History of Rhode Island Working People* Providence RI Regine Printing 1983

hard economic times and disagreements among the members about the ways in which unions should be involved in politics. The Federation of Organized Trades and Labor Unions, established in 1881, united spokespersons from various trades and industries. The Federation, which called for an 8-hour working day, was reorganized in 1886, taking the name American Federation of Labor (AFL).

The era of industrial growth saw epic struggles as large groups of workers conducted national strikes protesting what often were brutal, sub-human working conditions. For example, in 1877 railroad workers across the nation walked off the job because of arbitrary cuts in an already-low wage, 7-day workweeks, and dangerous conditions that disqualified many workers from obtaining life insurance. President Hayes broke the strike by calling out the army and declaring martial law. Outbreaks of violence that sometimess attended these strikes were invariably blamed on the unions as police and courts sided with management interests.

Boom and Bust (1890-1935)

As America thrust forward into world industrial leadership and asserted its military might in two wars, growing labor and management continued their own struggles. The Homestead Steel strike of 1892 involved two thousand strike-breakers and eight thousand state militia. After the death of seven strikers and three guards in gunfire, 200 strikers were charged with murder, riot, and conspiracy (none were convicted).

The AFL continued to grow as workers reacted to cases like the Triangle shirtwaist company fire of 1911. About 150 employees—mostly women—burned to death or jumped and died as fire swept the upper floors of the building where they worked. The safety exits on the burning floors were found to have been securely locked, supposedly to prevent pilferage.

By 1920, 5 million workers were organized into unions. The corporations shifted to a tactic known as the "American Plan," using media promotion efforts to sway public opinion about the unions. Company-sponsored "unions" and accusations of Communist influence were part of this package. These efforts, plus the growing prosperity of the American worker, caused a sharp decline in union rolls in the 1920s. The stock market crash of 1929 and the Depression that followed dealt severe blows to workers and their companies.

Labor in the Mainstream (1935-Present)

The Depression years held both deep darkness and bright light for unions. The Roosevelt administration sponsored legislation favorable to unions. The 1935 National Labor Relations Act (NLRA or Wagner Act) gave workers the right to organize and bargain collectively, while forbidding unfair corporate labor tactics. The Congress of Industrial Organizations (CIO) took the union cause to the mass production industries. The CIO, founded in 1936, organized industrial unions. (An industrial union has all types of workers in one industry.) Legislation, the economic recovery, and labor-management cooperation during World War II provided an atmosphere in which union membership grew to 11 million by 1945.

Labor's strength and an epidemic of strikes in 1946 had a negative effect on public opinion of unions. In this climate, the Taft-Hartley Act was passed in 1948. Taft-Hartley restricted union activities and outlawed closed-shop agreements. (In a closed shop, the firm and union have agreed to hire only union members.)

Despite the Taft-Hartley Act, unions continued to grow. In 1955, the AFL and CIO merged, creating a powerful coalition Organized labor's influence in public affairs mounted as unions lent consid-

erable support to civil rights, job training, and education legislation. By Executive Order President Kennedy enabled federal employees to organize unions. Numerous state legislatures passed laws that extended organizing rights to many local and state government employees.

What Does Labor Want?

Unions continually have sought more than just economic advantages for their members. Unions pursue quality of worklife in many ways. Some of the benefits pursued by unions include the following:

- Protection from arbitrary management actions
- Job security; for example, seniority rules govern layoff procedures
- Increased standards of living—better wages, pensions, and welfare plans
- Better working conditions, such as safety and health in the workplace
- A voice in determining work rules
- Support from fellow workers, educational opportunities, and group security

How Do Unions Relate to Students' Goals?

Vocational-technical students are likely to work in industries where unions are active. The list below indicates the percentages of nonmanagement workers who are union members in major industries:

- Transportation and Utilities - 42%
- Government - 36%
- Semiskilled Industrial and Construction - 33%
- Skilled Craft and Industrial Workers - 30%
- Manufacturing - 26%
- Construction - 24%

The great variety of union benefits may appeal to different goals and values among students. Some of the major benefits are as follows:

- Security
- Economic advancement
- Opportunities for additional training
- Interest in social activities

WHO IS LABOR IN AMERICA?

> Unions represent over 20,000,000 working men and women in the United States. Organized labor remains a vital force for progress in this nation . . . unions continue to play a civilizing, humanizing, and democratizing role in American life.
>
> *The Changing Situation of Workers and Their Unions*, AFL-CIO, 1985.

Trends in Labor Union Membership and Organizing Patterns

White-Collar Workers Predominate

A fact that surprises many people is that the majority of union members—as of 1985—are white-collar workers, including workers in such service areas as police and fire, health, cosmetology, and so on. This trend is even more noteworthy considering that a fair proportion of white-collar workers have supervisory positions.

Public Employees and Service Industry Unions Grow

Laws and regulations permitting public employees to organize and bargain collectively have had a large impact. Government organizations now have a higher percentage of union members than manufacturing firms. Health care and other service industries have seen a growth in union representation that will continue along with the expansion of employment in this sector.

New Organizing Patterns

Unions can no longer be simply classified as either craft or industrial unions. The traditional distinction was that craft unions organized workers belonging to a specific trade or craft, whereas industrial unions organized workers of various occupations within a particular industry. The organizing patterns of unions today have blurred this distinction. The official name of a union does not always tell which occupations or industries it represents.

The United Auto Workers, for example, includes many state government employees. The United Food and Commercial Workers, an organization formed by the merger of several unions, has members in occupations as diverse as insurance agents, barbers, and supermarket clerks. The American Federation of Teachers also represents social workers and health care employees.

Structure and Function of Labor Organizations

Organized labor is comprised of multi-level democratic institutions. National and international unions have over 60,000 local unions. The structure of their relationship is similar to other organizations such as our government.

Local Union

Local unions represent members in grievance hearings and negotiating contracts. They also share information on political and social issues with their members. Locals conduct many education and community service projects. Craft locals—especially in construction trades—coordinate apprenticeship training programs as well as placement and hiring services for their members.

Locals have officers elected by the vote of the members. In order to ensure that all union members have democratic representation, officers have limited terms of office.

City and State Central Labor Bodies

The city central body (sometimes called a central labor council) provides a structure for all union locals in a geographic area to work together. Each local of an AFL-CIO union sends a representative to meetings that are regularly conducted by the central bodies. Likewise, statewide central bodies provide for coordinated statewide activities of unions. The central body plays an active role in public relations and community political action, and it often endorses local political candidates. Volunteer and community service activities are another aspect of the central body's work.

The National/International Union

If a union has Canadian locals, it is referred to as an "international" union. Otherwise, it is a "national" union. National and international unions exist to serve the locals and their members. The staff provides assistance in organizing, collective bargaining, and leadership training. National and international unions also are involved in political action, public relations, and research and education projects.

The AFL-CIO

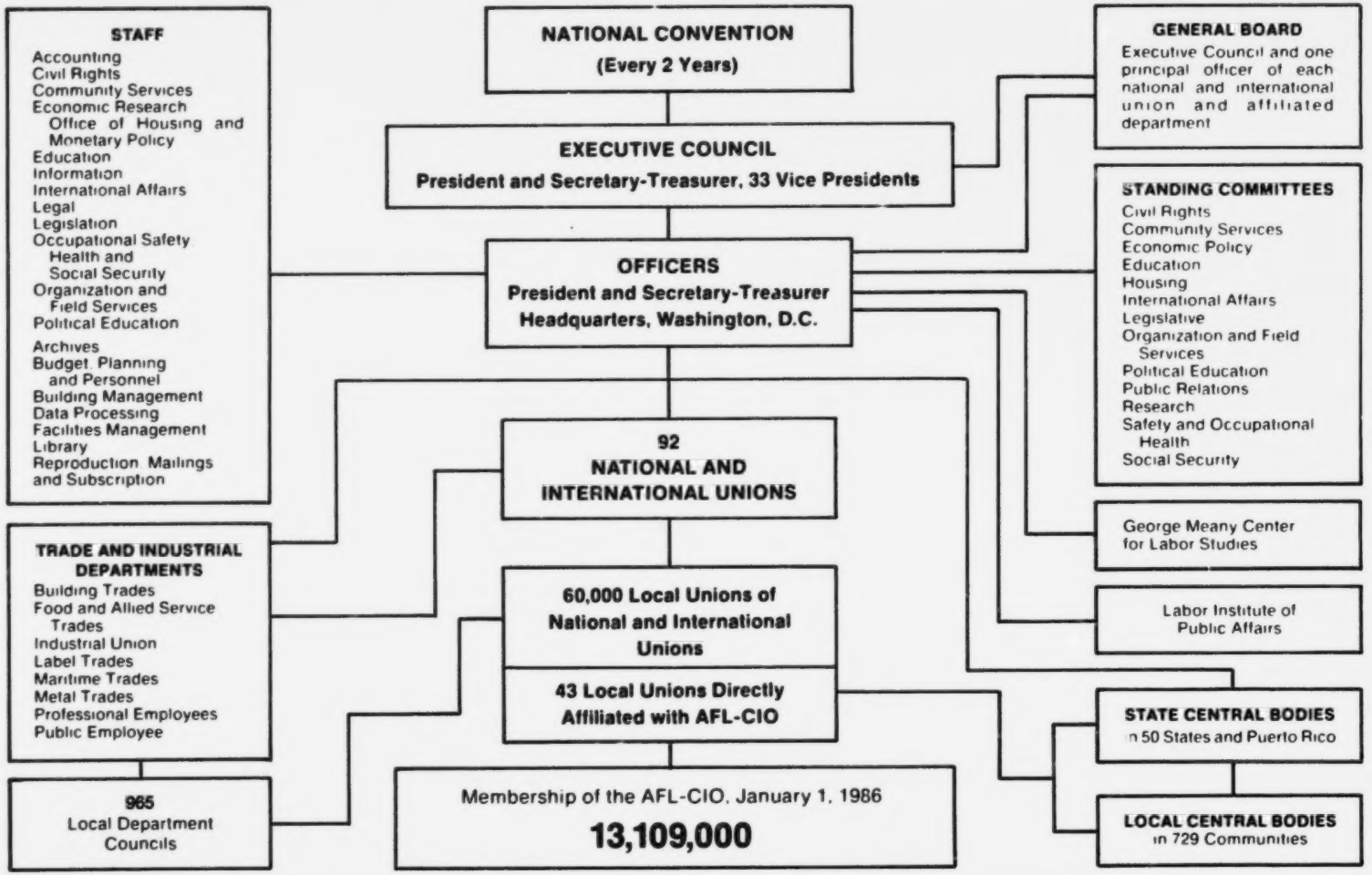
The AFL-CIO is a voluntary federation of unions. The AFL-CIO serves its member unions by—

- speaking for the entire labor movement before Congress, other branches of government, and the general public;
- helping to organize unorganized workers;
- coordinating such activities as community services, political education, and voter registration; and
- representing American labor by working with international labor organizations in other countries.

Each union belonging to the AFL-CIO sends delegates to the AFL-CIO national conventions held every other year. The size of the individual union will determine the number of delegates it sends. The convention elects the AFL-CIO president, secretary-treasurer, and 33 vice-presidents. These men and women form the AFL-CIO Executive Council. The council governs federation affairs between conventions. Exhibit 1 depicts the structure of the AFL-CIO.

STRUCTURAL ORGANIZATION
of the

AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS



SOURCE: The American Federation of Labor and Congress of Industrial Organizations, Washington, DC 20006

Exhibit 1

Exhibit 1 - *Continued*

Structure of the AFL-CIO

Membership

The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) is made up of 92 national and international unions which in turn have more than 60,000 local unions.

The combined membership of all the unions affiliated with the AFL-CIO, as of January 1, 1986, was 13,109,000 workers.

Affiliated Organizations

In addition to the national and international unions, the AFL-CIO has state and city central bodies and trade and industrial departments.

There are *state central bodies* in each of the 50 states and Puerto Rico. The state bodies, composed of and supported by the different local unions in the particular state, function to advance the state-wide interests of labor and represent labor on state legislative matters.

Similarly, in each of 729 communities, the local unions of different national and international unions have formed *local central bodies*, through which they deal with civic and community problems and other local matters of mutual concern.

The *Trade and Industrial Departments* are separate organizations within the AFL-CIO which seek to promote the interests of specific groups of workers which are in different unions but have certain strong common interests.

Many of the national and international unions are affiliated with one or more of the eight such departments: Building and Construction Trades, Food and Allied Service Trades, Industrial Union, Maritime Trades, Metal Trades, Professional Employees and Public Employee. The eighth, the Union Label and Service Trades Department, seeks to promote consumer interest in union-made products and union services by urging the purchase of those products which bear the union label.

Policy Determination and Application

The basic policies of the AFL-CIO are set by its *convention*, which is its highest governing body. The convention meets every two years, although a special convention may be called at any time to consider a particular problem.

Each national and international union is entitled to send delegates to the convention, the number of delegates determined by the size of the union. Other affiliated organizations are entitled to be represented by one delegate each.

The governing body between conventions is the *Executive Council*, which is made up of the federation's President, Secretary-Treasurer, and 33 Vice-Presidents, all of whom are elected by majority vote of the convention.

The Executive Council carries out policies laid down by vote of the convention and deals with whatever issues and needs may arise between conventions. It meets at least three times a year.

The *executive officers* of the AFL-CIO are its *President*, Lane Kirkland, and *Secretary-Treasurer*, Thomas R. Donahue. They are responsible for supervising the affairs of the federation.

The President appoints a number of *standing committees* on particular subjects and directs the committees and staff departments in providing services to labor through organizing, legislative, international, public relations, educational, economic research and other activities.

A *General Board*, made up of the Executive Council members and a principal officer of each national and international union and each trade and industrial department, meets at the call of the President or the Executive Council to consider policy questions referred to it by the officers or the Executive Council.

American Federation of Labor and Congress of Industrial Organizations
Lane Kirkland, *President*
Thomas R. Donahue, *Secretary-Treasurer*
Washington, D.C. 20006

The AFL-CIO sponsors approximately 800 state and local central bodies. It also has eight departments for different industry groupings: Building and Construction Trades, Maritime Trades, Metal Trades, Industrial Union Department, Union Label and Service Trades, Public Employees, Food and Allied Service Trades, and Professional Employees. Each conducts activities and a convention relating to the special interests of its member unions

KEY CONCEPTS IN COLLECTIVE BARGAINING

> The Congress finds that, in the public interest, it continues to be the responsibility of the Federal Government to protect employees' rights to organize, choose their own representatives, bargain collectively, and otherwise engage in concerted activities for their mutual aid or protection.
>
> From the Labor Management Reporting and Disclosure Act of 1959

Union Organizing and Representation for Collective Bargaining

Before the Wagner Act (National Labor Relations Act or NLRA), was passed in 1935, employees had no guaranteed right to form a union with which an employer was legally obligated to bargain. Workers could only gain bargaining power by persuading an employer voluntarily to grant recognition. Most often, tactics were in the form of strikes, picketing, and boycotts. If these tactics failed, union supporters often were fired, had their wages cut, and/or their working hours increased. The NLRA established legal avenues for workers to organize unions to bargain collectively.

How Does Organizing Begin?

The initial drive to form a union is almost always started by either workers dissatisfied with their wages and working conditions or unions already established in a specific industry, trade, or craft.

Worker-initiated drives. Most union organizing drives are begun by dissatisfied employees who have banded together. In some cases, workers independently form a union and do their own bargaining. In other situations, workers request organizing assistance from an existing union that represents workers in a similar industry or craft.

Union-initiated drives. When an established union chooses to begin an organizing drive in a nonunion business or craft, it usually does so for two reasons: (1) to maintain its bargaining power in a specific business or craft; that is, by organizing workers in an entire area, the union can protect union workers from decreased wages and employment due to the use of cheap non-union labor; and (2) to maintain the growth and stability of the union through gaining new members and unifying employees in the workplace.

Employer-initiated drives. Organizing drives initiated by company or industry management are extremely rare and, in most cases, outlawed because of earlier abuses. In the 1930s and 1940s, many employers sought to establish collective bargaining agreements with "cooperative" unions whose representatives would make private bargains that benefitted themselves but which did not improve workers' wages and working conditions. When evidence of these deals came to light, management initiative in union organizing was outlawed. Employers engaged primarily in the building and construction industries are exempted from this law. For example, legal management initiative can occur when a unionized contracting firm contacts a union business agent in order to obtain employees for a building project.

Early Stages of an Organizing Drive

The early stages of an organizing drive usually are conducted with little visibility. Organizers contact workers who seem most likely to show an interest in the union, provide information about other contracts that have been negotiated in similar industries, distribute literature about the union and its benefits, and advise workers about recruiting other employees.

When a number of workers have shown an interest in joining the union, a formal organizing drive is conducted. After at least 30 percent of the employees show an interest in voting in a union election, the next step is for the union to obtain recognition.

How a Union Becomes Recognized as a Collective Bargaining Agent

The union can obtain recognition through these avenues: voluntary recognition by the employer or through procedures established by the National Labor Relations Board (NLRB). Public employee unions which organize government workers are recognized in a different manner, as noted on the next page.

How a union obtains voluntary recognition. If both the employer and the majority of workers voluntarily choose to start bargaining collectively, they may do so without an election and without government intervention. Generally, voluntary recognition occurs in the following manner:

Employees who want to form their own union or be represented by an already existing union can sign union authorization cards which they present to the employer. An employer who is convinced that the majority of employees want to be represented by the union can then voluntarily recognize the union and bargain with it. However, the employer is not legally bound to recognize and bargain with the union simply because the majority of employees signed authorization cards.

Voluntary recognition is much less common than recognition through the NLRB. State laws governing the employer's obligation to bargain collectively in cases of voluntary recognition vary and may not provide a secure basis for negotiations. Some unions, however, have been successful with this method.

How a union gains recognition through the NLRB. A number of steps are involved in obtaining recognition in this fashion, for example:

- **Representation petition.** Workers who wish to form a union through the NLRB may file a representation petition with the regional NLRB office. The petition requests that the NLRB conduct an election in which workers vote whether to form or join a union.

- **Union authorization cards.** Before conducting an election, the NLRB sends an investigator to determine if there is "sufficient interest" in forming the union. The NLRB rules there is sufficient interest if a minimum of 30 percent of the employees have signed authorization cards stating that they wish to be represented by the union.
- **Bargaining unit determination.** Once sufficient interest is established, the union must prove that all jobs or employees that it seeks to represent belong to a single "bargaining unit." Bargaining units can exist at a variety of levels: companywide, industrywide, craftwide, and multi employerwide.

The NLRB, with state and federal courts, use the following criteria to identify an appropriate bargaining unit:

- Job Descriptions. Employees must perform similar types of work.
- Job Location. Workers must have contact or communication with one another in the workplace.
- Type of Supervision. Employees must work under a common supervisory system.
- Wages, Hours, and Benefits Rate. Workers must share similar wages, hours, and working conditions whether they are organized on single-plant, multi-plant, or multi-company basis.
- Promotional Sequence. Workers throughout the unit must be promoted by similar steps.
- Past Bargaining Practices. The basis on which employees have bargained in the past (for example, plantwide, corporationwide) will affect the bargaining unit.

Public employee unions and collective bargaining. One of the most rapidly growing sectors of unions are public employees: county, and state workers—as well as many workers in the Federal government. Laws governing these workers' rights to organize are almost always established by individual states. Usually the state labor laws are patterned after laws governing the private sector, but they also may vary on a number of issues, depending on the types of occupations involved. Public employee commissions—modeled on the NLRB—perform roles similar to the NLRB but on the state level.

For federal workers, the most significant advance occurred in 1962 when President Kennedy issued Executive Order 10988. The late President's order gave federal employees the right to organize and negotiate agreements with their employer, the United States government. For these employees, this action breathed a new spirit into public sector unions and provided the basis for renewed hope in the quest for gaining dignity in the workplace enjoyed by private sector workers since the passage of the Wagner Act.

Union elections. After the appropriate bargaining unit has been established, the NLRB sets a date for a unitwide election in which unit members vote whether to be represented by the union. Once the date is set, a second or third labor organization may get on the election ballot if it can show that it has signed up at least one employee as a supporter.

The secret ballot election is supervised by the NLRB. Many rules surround the election and any violation by either the union or the employer is grounds for a charge of unfair labor practice. Objections to the conduct of the election are investigated if a complaint is filed with the NLRB.

When a minimum of 50 percent of the workers in the bargaining unit elect to join the union, the union is certified with the NLRB and the employer is legally required to bargain with the union for "a reasonable period of time" (usually a minimum of a year).

If workers do not vote to be represented by a union on the ballot, another election may take place in 12 months. However, if the NLRB finds that the employer committed unfair labor practices before or during the election, no waiting period for another election is necessary.

If, during the period of the contract, workers want the opportunity to vote for another union, or if they simply want to decertify the existing union, they may file a petition with the NLRB requesting another election.

Obligations of Labor and Management In Collective Bargaining

Employer's obligations. The NLRA requires that the employer "bargain in good faith" with the certified labor organization. This obligation requires that the employer does the following:

- Discuss mandatory bargaining subjects such as wages, hours, and other employment conditions.
- Meet with union representatives at reasonable times.
- Address grievances according to procedures outlined in the contract.
- Carry out all negotiations with full knowledge of the negotiating committee.
- Provide the union with information about the cost of wage and benefit packages.
- Disclose company financial records to union representatives if management claims that it is financially unable to meet union demands.

An employer who refuses to meet any of these obligations has committed an unfair labor practice and is subject to investigation by the National Labor Relations Board.

Union's obligations. The NLRA requires that the union carry out "the duty of fair representation" to all members of the bargaining unit. This duty requires that the union does the following:

- Meet the management representatives at reasonable times.
- Represent all workers in the bargaining unit fairly and equally regardless of whether or not they are union members.
- Discuss mandatory bargaining subjects as specified by the NLRA.
- Carry out all negotiations with full knowledge of the negotiating committee.
- Handle grievances according to procedures outlined in the contract.
- Handle similar grievances consistently and investigate each grievance thoroughly.
- Keep written records of activities.
- Maintain an internal appeals process.

If the union fails to meet the duty of fair representation, it can be charged with an unfair labor practice.

The following clauses are from a hypothetical collective bargaining agreement:

EXHIBIT 2

AGREEMENT
between
Sweet Home Pin Company
and
Pin Makers Union of America, AFL-CIO

This Agreement is made and entered into this 1st day of February 19___ between Sweet Home Pin Company, a New York Corporation of Trout Lake, New York, hereinafter designated as the "Company," and the Pin Makers Union of America, affiliated with the American Federation of Labor-Congress of Industrial Organizations, hereinafter designated as the "Union."

ARTICLE I

RECOGNITION

The Company recognizes the Union as the exclusive representative of the employer's production and maintenance employees for the purpose of determining wages, hours, and all other conditions of employment in its Trout Lake Plant.

ARTICLE VI

WAGES

During the life of this Agreement, the following equalized and evaluated schedule of wage rates shall remain in full force and effect.

Technician I	**$ 8.80**
Technician II	**8.50**
Machine Operator I	**7.90**
Machine Operator II	**7.50**
Machine Helper	**6.70**
Custodian	**5.85**

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ARTICLE IX

GRIEVANCES AND ARBITRATION

Section 1. All differences, disputes, and grievances that may arise between the Union and the Company under the terms of this Agreement shall be handled in the following steps:

a. By the aggrieved employee with or without the Union Section Steward on the one hand and the Section Supervisor on the other hand. If no satisfactory settlement is reached within forty-eight (48) hours, the matter shall be referred to:

b. The Union Shop Committee on the one hand and the Department Head or Superintendent on the other hand. If no satisfactory settlement is reached within forty-eight (48) hours, the matter shall be referred to:

c. The Union Shop Committee and Representatives of the National Union on the one hand and the Company's Representatives on the other hand. If no satisfactory settlement is reached between them within five (5) days, the matter shall be submitted to arbitration as hereinafter provided.

Section 2. All differences, disputes, and grievances that may arise between the Union and the Company with regard to the interpretation or application of the provisions of the Agreement, which have not been satisfactorily settled after following the procedure hereinabove set forth, shall, at the request of either party, be submitted to arbitration by a Board of Arbitration. The Board of Arbitration shall consist of one member selected by the Union, one member selected by the Company, and a third impartial member selected by the two. If no agreement shall be reached on the third arbitrator within five (5) days, a third arbitrator shall be appointed by the American Arbitration Association. The decision of the Board shall be by majority vote and in each case the decision shall be final and binding upon each of the parties.

Note: The grievance procedures clause establishes the steps that workers can take when they feel that a provision of the contract has been violated by the employer. This provides workers with a means of ensuring that the employer abides by the terms of the contract.

ARTICLE XIII

DURATION OF AGREEMENT

This Agreement shall become effective as of February 1, 19____ , and shall continue in full force and effect through January 31, 19____ , and for further periods of one year each thereafter, unless either party serves notice in writing on the other party of its desires to modify or terminate the Agreement not less than sixty (60) days prior to February 1, 19____ , or any subsequent February 1.

Source: Excerpted from Robert Doherty, *Labor Relations Primer: An Introduction to Collective Bargaining Through Documents*, Second ed., revised (Ithaca, NY, 1984), 32-40, by permission of ILR Press, Cornell University

PROTECTING WORKERS' RIGHTS

Safeguards in the System

Federal, state, and local labor laws contain many provisions for protecting workers' rights. Major safeguards in the legal system include contract provisions for grievance procedures, safety and health protection, workers' compensation, minimum wage and child labor laws, equal employment opportunities, unemployment compensation, and Social Security benefits.

Grievance Procedures

Once a labor contract has been signed, both labor and management are obligated to abide by the agreements. In order to ensure that the employer meets the terms, a grievance clause almost always is included. This clause establishes the steps that a worker may take if the employer has violated the contract.

Although the actual steps involved in processing a grievance vary from contract to contract, the basic grievance procedures are fairly standard throughout the country. Those closest to the dispute try first to reach a settlement. If they are unsuccessful, representatives with more authority from both sides are brought into the picture.

Safety and Health Protection

An estimated 15,000 Americans die annually as a result of industrial accidents and occupationally related diseases. A large number of these incidents are preventable. In the past, state safety laws have been ineffective at helping prevent work-related deaths and injuries.

In response to this situation, the federal Occupational Safety and Health Act (OSHA) of 1970 established minimum health and safety standards for all industry including services, manufacturing, construction, and maritime throughout the country. (Although they are not directly covered by OSHA, federal agencies must maintain safety and health standards that are consistent with those of OSHA.)

The Occupational Safety and Health Administration, also known as OSHA, is responsible for enforcing federal regulations covering recognized health and safety hazards in the following categories: toxic chemicals and substances (for example, radiation and carbon monoxide), fires and explosives, dust and fibers (for example, asbestos dust, fiberglass), noise, and unsafe machinery.

Current Safety and Health Concerns

Among the most pressing safety and health issues today are the following:

- **Asbestos Hazards.** Many workers in heavy industry and in public buildings have been and may still be exposed to disease-causing asbestos fibers.
- **Video Display Terminal Fatigue.** Experts in health and safety are currently debating the detrimental effects of extended exposure to video display terminals on operators.
- **Carpal Tunnel Syndrome.** This ailment increasingly afflicts ligaments in the wrists of people who work at cash registers, keyboards, and other office machines.
- **Toxic Substances.** A recent federal law requires labeling of potentially hazardous substances used in work places.

Employer Responsibilities

Employers must post signs that explain OSHA in prominent work areas, pay for costs of protective equipment, allow federal inspectors to investigate the work place, keep records of safety violations and work place health and safety conditions, and keep records of employee exposure to toxic materials. Employers can be fined up to $1,000 per day if they do not comply with the standards specified in OSHA.

Employee Responsibilities

In compliance with OSHA, employees are required to adhere to safety regulations, use protective equipment or clothing, and abide by any additional OSHA regulations in the workplace.

Reporting OSHA Violations

Any employee covered by OSHA has a right to file a complaint about company violations of safety and health regulations. Violations will be investigated if the employee follows the guidelines below:

- Requests for inspection must be in writing.
- Reasons for the request must be specified. If it is clear that the hazard violates a specific OSHA regulation, the employee must cite both the regulation and the ways in which it has been violated. If a specific violation is not clear, the employee must describe both the type of hazard as well as the way that it threatens serious harm.
- Requests must be signed by the employee or employee representative.

OSHA protects workers who report safety and health hazard violations. An employee who files violation reports may not be discharged or discriminated against. Employees who experience company retaliation can have the situation investigated by the office of the United States Secretary of Labor.

OSHA Inspections

Health and safety inspections may be routine or in response to a complaint. Advance notice of an inspection is almost never given and any individual who notifies the employer of a planned inspection is subject to criminal charges.

The inspector has legal authority to do the following: (1) arrive at any reasonable time and inspect the entire work area and all machinery, (2) write up citations for all OSHA violations observed, (3) privately interview employees and employers, (4) request sworn oaths and inspect company records, (5) take samples and photographs, and (6) request evidence.

Industrial Injury/Disability/Death

By 1915, 35 states had enacted workers' compensation laws. At present, every state has some form of workers' compensation. These laws require employers and/or states to provide financial compensation to workers who have suffered from injuries on the job and work-related physical or mental health problems. The worker's family also is entitled to receive compensation in the event of a job-related death.

Injuries Covered

Although laws vary from state to state, they generally provide for benefits regardless of who is at fault. Illnesses or injuries covered usually include the following: burns, cuts, strains, and falls; total or partial loss of sight; total or partial loss of hearing; disfigurement; injurious exposure to dangerous substances; and heart attacks, arthritis, cancer, or mental illness, if caused or aggravated by work-related activities or stress.

Financial Benefits

Benefits usually include compensation for wages lost; payments for medical expenses; compensation for loss of use, or function, or part of the body; job retraining for the partially permanently disabled worker; and payments to spouse and children in the case of job-related death.

In order to obtain these benefits, a worker should notify his or her employer as soon as possible after suffering from a job-related injury or illness. Each state has its own procedures for processing applications and most employers will assist workers in each phase of the compensation process.

Hours and Earnings—Fair Labor Standards Act

Organized labor has played a key role in the uphill struggle to gain passage of state and federal laws that protect and regulate hours and earnings for both minors and adults. Child labor laws were the first substantial gain made in wages and hours regulations. These were followed by the Fair Labor Standards Act (Wages and Hours Act) of 1938, a landmark piece of protective legislation for minor and adult workers.

Prior to passage of the act, President Franklin D. Roosevelt stated, "A self-supporting and self-respecting democracy can plead no justification for the existence of child labor, no economic reason for chiseling workers' wages or stretching workers' hours." The act's main provisions are as follows:

- Established a minimum wage (for workers in interstate commerce) which rose with the cost of living and established the 40-hour work week.
- Established a national pattern for overtime wages
  - Workers earn not less than 1 ½ times the regular rate of pay after 40 hours work in a week.
  - Workers earn two times the regular rate of pay for work on Sundays.
  - Workers earn three times the regular rate of pay for work on holidays (for example, Thanksgiving and Christmas.)
- Limited child labor
  - Persons 18 years or older may work at any kind of job for unlimited hours.
  - Persons 16 or 17 years old may work at nonhazardous jobs for unlimited hours.
  - Persons 14 or 15 years old may work in non-manufacturing, non-mining, nonhazardous jobs for no more than three hours on a school day, eight hours on a nonschool day, or 18 hours in a school week, and only between 7 a.m. and 9 p.m. during the school year.
  - Youth working on farms are covered by other rules.
- Additional provisions of the act are as follows:
  - Fringe benefits are not included in the law.

- Tips, up to 40 percent of the minimum wage, may be included in the pay received.
- Board and lodging at reasonable cost may be included, if the worker agrees.
- Workers must be paid for all hours worked within the work week.
- Workers may not be fired for filing a complaint.
- Back wages, because of a violation, may be recovered.

Employment Discrimination

Federal and state laws outlaw discrimination against workers on the basis of race, color, sex, national origin, handicap, or age. The Equal Pay Act of 1963 was the first Federal legislation to directly address any form of employment discrimination. This act mandated that women working in jobs covered by Federal minimum wage laws be paid the same salary as men performing the same work. The Civil Rights Act of 1964 is a comprehensive anti-discrimination law that governs a broad range of employment practices.

The Equal Employment Opportunity Commission (EEOC) and the Civil Rights Commission have the authority to investigate suspected violations of employment rights. If a person has "reasonable cause" to believe that discrimination has occurred, these commissions take steps to address the violation through conferences with the offending party. If no reconciliation is made, the EEOC or Civil Rights Commission may bring a lawsuit against the offending party to a Federal court.

Unemployment Compensation

Unemployment compensation is a joint federal-state program that provides financial aid to many workers who lose their jobs. Actual benefits and eligibility requirements vary from state to state but generally follow the pattern below:

- Eligible persons may receive benefits for up to 26 weeks.
- The cash amount of the benefits is determined by the worker's previous earnings.
- The unemployed worker must have been working a minimum number of weeks or have earned a minimum total amount before qualifying.
- The unemployed worker must be able to work and be available for work.
- The unemployed worker must have been discharged for reasons other than misconduct. Legal definitions of "misconduct" vary from State to State.
- The unemployed worker cannot be a person who voluntarily resigned from a job. State law establishes a few specific exceptions to this rule.
- The unemployed worker must not be out of work due to a labor dispute.

Social Security

Before 1935, most hourly wage earners did not retire from their jobs. They worked until they either died or were too ill to continue. During the Great Depression the need for a national benefit and retirement program became painfully evident and, hence, the Social Security program was established.

Social Security Retirement Program benefits cover approximately 90 percent of the workers in the United States and include retired persons, the disabled, survivors, and dependent children. As a result, most workers can retire and collect full benefits at the age of 65. Retirees' wives or widows also are entitled to benefits, based on those received by the husband.

Disability and survivors insurance is automatically conferred on workers who are involved in the program. This insurance provides monthly benefits to a worker who is disabled before reaching retirement age as well as minor children (under age 18) of a worker who dies before reaching retirement age.

Health insurance benefits also cover workers involved in the Social Security retirement plan. Workers at age 65 are eligible for hospital benefits and also may purchase medical insurance at a low cost.

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PARTNERS IN EDUCATION AND TRAINING

> The AFL-CIO is committed to a program of full federal partnership in the financing of education at all levels from pre-kindergarten programs through adult education. Labor supports a massive national effort to provide quality education for all children and young people, wherever they may live, whatever their race or national background, whatever their family income. Only through such efforts can we realize our goals and objectives of providing equal opportunity for Americans to acquire the necessary tools for a better life.
>
> Source: *Labor: Champion of Public Education*, AFL-CIO; Washington, D.C., 1984 rev. Publ #121

Labor's Role in Public Education

Historical and Social Overview

Since the early 1800s, the labor movement has been a supporter and promoter of public education for all, not just those born into families wealthy enough to pay for private schooling. Before labor's involvement in establishing free public education supported by local, State, and Federal dollars, many children living in the 19th century United States received no education of any kind. Instead of going to school, many children worked six or seven days in horrible working conditions for less than subsistence pay.

This situation created a vicious cycle: since many businesses could pay lower wages to child workers, they often would refuse to pay adult workers a decent wage to support their families. Many families found themselves in dire financial straits and simply could not afford to finance schooling for their children. In fact, the financial need often was so great that many children were forced into factories, mills, and mines to ease their families' financial burden with the few pennies they brought home.

Employers of children in the early 19th century regarded themselves as public benefactors because they protected the children from the "vice and immorality of idleness." Exhibit 3, an advertisement from the Federal Gazette of Baltimore in 1808, is a vivid reminder of the conditions which prevailed in American industry before unions came into being.

Exhibit 3

CHILD LABOR

> This Manufactory will go into operation, in all this month, where a number of boys and girls from 8 to 12 years of age are wanted, to whom constant employment and encouraging wages will be given: also, work will be given out to women at their homes, and widows will have the preference in all cases, where work is given out and satisfactory recommendations will be expected.
>
> This being the first essay of the kind in this city, it is hoped that those citizens having a knowledge of families who have children destitute of employ, will do an act of Public benefit, by directing them to this institution.
>
> Applications will be received by Thomas White, at the Manufactory near the Friend's meeting-house Old-Town, or by the subscriber.
>
> Isaac Burneston
> 196 Market Street

Labor leaders were among the first to push for legislation to change this situation. The Workingmen's Party (in New York City in 1829) demanded a school system for children from all backgrounds. A group of workingmen in Philadelphia also promoted free public schools in their state. In 1834, the Pennsylvania legislature passed the first State law for free public education. This law, however, did not require that children attend school; it simply provided for free education for all children.

Labor unions continued to press for better education and child labor reform laws that would bring schooling to all children and better wages to adult earners. In the late 1800s, the American Federation of Labor pushed for compulsory school attendance laws designed to work with laws limiting child labor.

Why Does Labor Support Education and Training?

Unions have promoted good, free public education for a number of reasons. Labor believes that the children of working people should have the same opportunities as children of the wealthy to learn and gain the skills needed to survive. Labor based its belief on the fact that schools provide a healthier environment for young people than the workplace.

Labor leaders also believe that the United States can be a strong democracy only if its citizens are educated about how our nation's political system works, understand the economic factors that influence it, are informed about vital contemporary issues, and are able to make informed choices at election time. Citizens who lack knowledge about these basic issues must rely on the "good intentions" and truthfulness of those who know how to affect and control the democratic system. In short, uneducated citizens become helpless. Likewise, a good educational system provides individuals with opportunities to create positive change, control their own destinies, and work for the common good.

In addition, labor leaders are concerned with preventing children from being exploited by employers who would try to take advantage of cheap child labor while refusing higher-paying employment to adults who need to meet the financial responsibilities involved in maintaining homes and families.

Labor's involvement in curriculum. Labor leaders are concerned about the subject matter taught in the public schools. The early American Federation of Labor promoted a well-rounded school program that would provide students with everyday living skills including English, math, and social studies. Labor also has been a strong supporter of vocational education as a means of providing students with skills that will help them get jobs that are both financially and personally rewarding. Labor has sponsored state and federal legislation that funds and organizes vocational training. Labor's strong support has assisted in passage of such important laws as the following:

- The Smith-Hughes Act of 1917 provided the first Federal funds to start vocational education and was passed with full sponsorship and active support from AFL.
- The landmark Vocational Education Act of 1963 received critical legislative support from AFL-CIO.
- The Career Education Incentive Act and the Education for All Handicapped Act as well as other recent educational equity legislation were actively promoted by the AFL-CIO.

Labor leaders and educators also have helped build vocational education by promoting the following:

- **Vocational Program Advisory Committees.** These committees include labor, management, and community representatives who can keep programs up to date by providing information about changing job technology, employer needs, and the labor market.
- **Equal Opportunity in Vocational Training.** Labor leaders believe that vocational education programs should be open to persons of all backgrounds, race, and sex and that State and Federal law should support this.
- **Appropriate Funding for Vocational Education.** Adequate financial resources are needed to provide equipment, facilities, and training for our constantly changing technology. Since 1916, the labor movement has promoted federal funding for school construction, teachers' salaries, health and welfare services for all children, student loans and scholarships, adult literacy programs, and education for the handicapped and disadvantaged persons.

The AFL-CIO pamphlet, *Labor-Champion of Public Education* (1986) reports Senator Claiborne Pell's testimony on organized labor's support for education:

> At this time when federal education programs so vital to our nation's future are seriously threatened by the cutback proposals of this administration, I wanted to let you know how valuable has been the staunch support of the AFL-CIO to this vital cause.
>
> As chairman of the Senate Subcommittee on Education, Arts and Humanities from 1969 through 1980, I can attest from first hand experience to the unswerving commitment the AFL-CIO made to education and the tireless efforts it has contributed whenever education needed help.

Opportunities in Apprenticeship

Unions also promote job-skills training through apprenticeship programs. Apprenticeship programs combine on-the-job experience with individual and classroom instruction from experienced tradespeople. The sponsorship of many apprenticeship programs involves a joint agreement between labor and management. This agreement is spelled out in the labor contract. Exhibit 4 provides an overview of some of the apprenticeable occupations.

Exhibit 4

APPRENTICEABLE OCCUPATIONS

Aircraft mechanic, electrical and radio
Airframe and power plant mechanic
Airplane mechanic, armament
Assembler, electro-mechnical
Automobile body repairer
Automobile mechanic
Baker
Biomedical equipment technician
Blacksmith
Bookbinder
Bricklayer
Butcher, all-round
Cabinetmaker
Calibration laboratory technician
Car repairer
Carpenter
Cement mason
Chemical laboratory technician
Computer peripheral equipment operator
Cook
Cosmetologist
Custom tailor
Dairy equipment repairer
Dental laboratory technician
Drafter, mechanical
Dry cleaner
Electrical repairer
Electronics mechanic
Engraver
Environmental control system installer-servicer
Farm equipment mechanic
Firefighter
Floor layer
Foundry metallurgist
Furrier
Glazier
Instrumentation technician
Jeweler
Laboratory technician
Landscape gardener
Lead burner
Leather stamper
Lithographic plate maker
Locksmith
Machinist
Maintenance mechanic
Metal fabricator
Millwright
Model maker
Monotype keyboard operator
Numerical control machine operator
Operating engineer
Optician
Optomechanical technician
Ornamental ironworker
Orthotist
Painter
Patternmaker
Photoengraver
Plasterer
Plater
Plate finisher
Plumber
Pottery machine operator
Printer-slotter
Private branch exchange installer
Programmer, business
Prosthetics technician
Pumper-gager
Quality control inspector
Radiographer
Rigger
Roofer
Rotogravure-press operator
Sheet-metal worker
Shipwright
Sign writer
Silversmith
Stationary engineer
Stereotyper
Stonemason
Stone setter
Television and radio repairer
Terrazzo worker
Tile setter
Tool-and-die maker
Truck-body builder
Upholsterer, inside
Wallpaper printer
Wastewater treatment plant operator
Welding technician
X-ray equipment tester

SOURCE: Reprinted from *Occupational Outlook Quarterly*, Vol. 27, Winter 1983. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

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Joint Apprenticeship Committees (JACs)

Apprenticeship programs often are guided by JACs that include labor and management representatives who cooperatively develop the programs. Committee members jointly set standards for apprenticeship training, determine how many apprentices are needed in the trade area, identify employers who can provide good training, and settle any disputes that may arise between an employer and an apprentice. JACs also certify apprentices when they have completed successfully required courses. When the committee also has responsibility for journeyman training or continuing training of current workers, it is known as a Joint Apprenticeship and Training Committee (JATC).

Common Features of Apprenticeship Programs

Most programs provide apprentices with on-the-job training by skilled craftspersons for a period of four years. In this time, apprentices receive an average of 144 hours per year of classroom instruction relating to the trade. Apprentices work the same amount of hours and in the same conditions as skilled workers. Their wages, which usually begin at 50 percent of the local skilled workers' wages, increase each year. At the end of the training period, the successful apprentice is considered a journeyman and receives top-of-scale wages in his or her trade.

How to Become an Apprentice

The route to becoming an apprentice depends on the industry or occupation in which a person wants to gain skills. In manufacturing, apprenticeship slots for training in trades such as advanced machinist or tool and die maker may be given on the basis of seniority. Workers with several years of experience in the plant will have a better chance of getting this training.

In construction trades and in some other crafts, the selection of apprentices is more like the college admissions process. There are usually educational background requirements and, although these vary, a high school diploma usually is required. Prospective apprentices also must take a test which measures vocational aptitude. This test includes both a written and a manual dexterity portion. Those who pass may be required to have an interview with apprenticeship representatives who assess the applicant's attitudes, physical well-being, and interest.

Accepted applicants are placed on a waiting list until apprenticehip slots open. Women and minorities may attain a higher place on the lists because of affirmative action quotas. Applicants further down the list may need to wait, sometimes a year or more.

Because waiting lists fill quickly, most unions will accept apprenticeship applications only for a limited period, for example, for one week during the year. The number of apprentices accepted depends on local economic conditions. When business is down and experienced workers are out of a job, there is limited enrollment of apprentices. When business is on the upswing, more apprentices will be accepted in order to meet the demand for workers.

Resources for Information on Apprenticeships

Program information may be obtained from the following sources:

- The Joint Apprenticeship Coordinator at the local headquarters of each trade or craft union
- State Bureau of Apprenticeship and Training. See Exhibit 5 for a state-by-state listing of these offices.
- Building and Construction Trades Department/AFL-CIO
  815 16th Street, N.W.
  Washington, D.C. 20006

Exhibit 5

STATE OFFICES
BUREAU OF APPRENTICESHIP AND TRAINING

Alabama
1931 9th Avenue South
South Twentieth Bldg
Birmingham 35205
205/254-1308

Alaska
Room E-512
Federal Building and
Courthouse, Box 37
701C Street
Anchorage 99513
907/271-5035

Arizona
2120 North Central
Suite G-110
Phoenix 85004
602 261-3401

Arkansas
Room 3014
Federal Building
700 West Capitol Street
Little Rock 72201
501/378-5415

California
Room 344
211 Main Street
San Francisco 94105-1978
415-974-0556

Colorado
Room 464
U S Custom House
721 19th Street
Denver 80202
303/837-4793

Connecticut
Room 367
Federal Building
135 High Street
Hartford 06103
203/244-3886

Delaware
Lock Box 36
Federal Building
844 King Street
Wilmington 19801
302 573-6113

Florida
Room 3080
Hobbs Federal Building
227 North Bronough St
Tallahassee 32301
904/681-7171

Georgia
Room 725
1371 Peachtree Street NE
Atlanta 30367
404/881-4403

Hawaii
Room 5113
P O Box 50203
300 Ala Moana Boulevard
Honolulu 95850
808/548-7569

Idaho
Suite 250
Owyhee Plaza
1109 Main St
Boise 83702
208 334-1013

Illinois
Room 505
7222 W Cermak Road
North Riverside 60546
312 447-0382

Indiana
Room 414
Federal Building and
U S Courthouse
46 East Ohio Street
Indianapolis 46204
317/269-7592

Iowa
Room 367
Federal Building
210 Walnut Street
Des Moines 50309
515/284-4690

Kansas
Room 225
Federal Building
444 S E Quincy Street
Topeka 66683
913/295-2624 (ext 236)

Kentucky
Room 554-C
Federal Building
600 Federal Place
Louisville 40202
502 582-5223

Louisiana
Room 215-B
Hoover Building
8312 Florida Boulevard
Baton Rouge 70806
504/923-3431

Maine
Room 101-B
Federal Building
P O Box 917
68 Sewell Street
Augusta 04330
207/622-8235

Maryland
Room 1028
Charles Center-Fed Bldg
31 Hopkins Plaza
Baltimore 21201
301/962-2676

Massachusetts
Room 1001
JFK Federal Building
Government Center
Boston 02203
617/223-8745

Michigan
Room 308
Corr Building
300 East Michigan Avenue
Lansing 48933
517/377-1746 or 1750

Minnesota
Room 134
Federal Building and
U S Court House
316 Robert Street
St Paul 55101
612/725-7951

Mississippi
Suite 1003
Federal Building
100 West Capitol Street
Jackson 39269
601 960-4346 or 4349

Missouri
Room 547
210 North Tucker
St Louis 63101
314/452-4522

Montana
Room 394-Drawer #10055
Federal Office Building
301 South Park Avenue
Helena 59626--0055
406/449-5261

Nebraska
Room 700
106 South 15th Street
Omaha 68102
402 221-3281

Nevada
Room 316
Post Office Building
P O Box 1987
301 East Stewart Street
Las Vegas 89101
702/385-8396

New Hampshire
Room 311
Federal Building
55 Pleasant Street
Concord 03301
603/834-4736

New Jersey
Room 410
402 East State Street
Trenton 08607
609 989-2209

New Mexico
Room 1116
Western Bank Building
505 Marquetta NW
Albuquerque 87102
505/766-2398

New York
512 U S Post Office
and Courthouse
Albany 12207
518/472-4800

North Carolina
Room 376
Federal Building
310 New Bern Avenue
Raleigh 27601
912/755-4466

North Dakota
Room 344
New Federal Building
653 2nd Avenue North
Fargo 58102
701/235-5711 (ext 5415)

Ohio
Room 805
200 North High Street
Columbus 43215
614/469-7375

Oklahoma
Suite 1440
50 Penn Place
Oklahoma City 73118
405/231-4818

Oregon
840 Federal Building
1220 SW 3rd Avenue
Portland 97204
503/221-3157 or 3177

Pennsylvania
Room 773
Federal Building
228 Walnut Street
Harrisburg 17108
717/782-3496

Rhode Island
100 Hartford Avenue
Providence 02909
401/838-4328

South Carolina
Room 838
Strom Thurmond Fed. Bldg.
1835 Assembly Street
Columbia 29201
803/765-5547

South Dakota
Room 104
Federal Building
400 South Phillips Avenue
Sioux Falls 57102
805/336-2980 (Ext 326)

Tennessee
Suite 406
1720 West End Avenue
Nashville 37203
615/251-5403

Texas
Room 2102
VA Building
2320 LaBranch Street
Houston 77004
713/750-1696

Utah
Room 314
Post Office Building
350 South Main Street
Salt Lake City 84101
801/524-5700

Vermont
Suite 103
Burlington Square
96 College Street
Burlington 05401
802/951-6278

Virginia
Room 10-020
400 North 8th Street
Richmond 23240
804/771-2488

Washington
1009 Federal Office Bldg
909 First Avenue
Seattle 98174
206/442-4756

West Virginia
Room 305
550 Eagan Street
Charleston 25301
304/347-5141

Wisconsin
Room 303
Federal Center
212 East Washington Ave
Madison 53703
608/264-5377

Wyoming
Room 8017
J C O'Mahoney Fed Center
P O Box 1126
2120 Capitol Avenue
Cheyenne 82001
307/772-2448

SOURCE: Reprinted from *Occupational Outlook Quarterly* Vol 27 Winter 1983 Washington D C U S Department of Labor Bureau of Labor Statistics

- Bureau of Apprenticeship and Training
  U.S. Department of Labor
  Washington, D.C. 20025

Lifelong Learning for Labor

Labor's commitment to education includes adult education and training. Changing technology and an uncertain economy mean that workers have to continue learning throughout their lives in order to maintain job skills. Labor unions operate a variety of adult and continuing education programs to train leaders, inform their membership about changes in industry, and provide workers with job skills as well as personal enrichment activities.

Labor unions also work hand in hand with management and the government to provide assistance to workers who need job retraining and related skills. Exhibit 6 describes one such project in California.

The George Meany Center for Labor Studies—located in suburban Washington, D.C.—is a training facility for full-time officers, representatives, and staff employees of all AFL-CIO affiliated unions. During any given year, over 5,000 persons come to this labor studies center to participate in institutes and workshops that focus on new ideas and new methods to build the labor movement. Featuring the latest electronic communications aids, such as videotape recording and playback equipment, the Center continually updates its section of education programs. A recent catalog lists some typical program offerings:

- Labor Law for Organizers: Traditional and New Approaches
- Using Micro Computers in Negotiations
- Researching a Private Employer
- Public Communications: Working with the Media
- Teaching Techniques for Labor Education

At many locations around the country, local union members attend seminars and training courses conducted at college and university labor studies centers. Through some of these arrangements, union leaders can earn a bachelor's degree in labor studies.

Labor unions also have established scholarship funds that award millions of dollars of financial aid for college tuition. Union members and their families often are eligible for scholarships through the international and local unions as well as city and state central bodies. The *AFL-CIO Guide to Union Sponsored Scholarships, Awards and Student Financial Aid*, provides valuable scholarship information. The guide is available by writing the following address:

Scholarship Guide
AFL-CIO Pamphlet Division
815 16th Street, N.W.
Washington, D.C. 20006

EXHIBIT 6

FORD AND THE UNITED AUTO WORKERS

Pioneering Quality Assistance to Dislocated Workers

Efforts by the United Auto Workers and Ford Motor Company to re-employ the 2,400 people idled by the shutdown of the firm's Milpitas, California, assembly plant last year have set precedents for excellence in the nation's plant closure experience.

"If you have to close a plant, this is the way to do it," says Stan Jones, bargaining chairman for UAW Local 560, which represents the Milpitas workers.

The results of the jointly-sponsored UAW/Ford Targeted Retraining Project in Milpitas bear him out.

Two-thirds of the 2,000 workers who have sought assistance through the project are re-employed, according to Ford spokesman Hal Axtell. "Another 500 have retired or will retire," he says, "and 293 are still in training." Axtell and Jones co-chair the San Jose Assembly Employee Development and Training Program Committee, which was established by the union and company to administer the re-training effort.

The project has set a record with its 80 percent participation rate among former employees. This compares to an average of 15 percent in other programs around the country. Even in California, where the state Employment Development Department pursues one of the most aggressive plant closure assistance policies in the nation, "we've had only a 14 percent participation rate in all of the sites where we've had projects," says Laine Hendra, a displaced worker program specialist with the department.

Best in the Nation

The UAW/Ford project was rated the best dislocated worker program in the country by a panel of labor economists from the Allied Social Science Associations, and Hendra believes its success is due in large part to Ford's announcement of the closure some six months ahead of time. "Early notification was critical," she says.

While the firm's contract with the union requires six months' notice under certain conditions, this was not one of them, adds Jones. "Ford wasn't required to give us notice. But as a result, we could coordinate the efforts of all parties."

That coordination resulted in perhaps one of the most comprehensive assistance packages on record. Under the guidance of the UAW/Ford National Development and Training Center, an organization created by the union's 1982 contract to help structure and finance displaced worker programs, the Milpitas training committee met almost immediately after the closing announcement, Axtell says. "We met with the Employment Development Department's adult education people, the state Department of Industrial Relations, and private concerns—people who eventually became financial counselors to the program, for example."

The committee quickly instituted on-site adult basic education and English-as-a-second-language courses. It ran vocational exploration seminars lasting from a few days to two weeks in areas that workers wanted to pursue. The Employment Development Department administered vocational aptitude testing and ran workshops on career options. Ford offered seminars on worker benefits and other employment possibilities within the company. All of this occurred within a month after the closure had been announced.

By this time, the committee also had established an on-site training center. The center provided a full range of services, expanding the initial assistance to include emotional and financial counseling, remedial education, placement in skills training programs, a travel allowance while in training, and job development and placement. It even instituted an on-the-job training arrangement funded by the California Employment and Training Panel but administered entirely by Ford.

"We prepare the training outline and contract, monitor it, and when any money is due, we handle it," Axtell says. "We also do the six-month follow-up." Contracting companies "don't have the government looking at their books and the usual delays. We knew it would be a lot more saleable to the business community if Ford handled the process. And, frankly, we knew we could do it better because we knew the people we were placing."

Axtell says that Ford—through the retraining project—has placed 460 of its Milpitas workers in on-the-job training arrangements. "There aren't too many employers who haven't come back to ask us for more," he adds. "It's been so successful that the California Employment and Training Panel is giving us more money."

California on-the-job training funds are but one part of the nearly $7 million that Ford and the union have marshalled to support the re-training project. Contributions from the company and UAW, plus allocations from the Job Training Partnership Act and the Trade Readjustment Act, make up the balance.

This ability to put together so diverse a funding package based on company matches, union contributions and public resources is not unique to Milpitas. In Sheffield, Alabama, where Ford closed a plant and idled 1,400 workers, the National Development and Training Center oversaw the establishment of a $3 million program of support similar to that in California.

Phasing Out

The Milpitas training center closed its doors at the end of September, after nearly two years of operation, but the committee still administers a number of on-the-job training contracts.

A final tally of the results are unavailable, but preliminary numbers are impressive. "Of the total 2,400 that were laid off, we show 76 percent as working and 24 percent unemployed," Axtell says. (The 500 who retired are counted in with the employed.) "We're doing a survey with the Employment Development Department to see how many of the 24 percent found jobs on their own."

The people who are working have been hired by 300 employers in the surrounding counties in a variety of jobs such as truck assembly, electronic technician, computer repair, and landscaping. "The average wage has been between $8 and $9 an hour versus $11.50

(prior to layoff). Some of the more skilled people started making more than they made at Ford."

And for many, Axtell adds, "Their ability to learn on the job is much greater than it was at Ford, so many have the potential to earn considerably more than they could have here."

SOURCE: Reprinted from *WorkAmerica*, 2 (1984). Reprinted by permission of the National Alliance of Business. Washington, DC: This project was the "1984 Distinguished Performance Award Winner."

PARTNERS IN PUBLIC SERVICE: ORGANIZED LABOR AND COMMUNITY LIFE

Although it would be easy for unions to say "the job is done" when members win improvements at the workplace, they have not. Instead, labor invests time and money sponsoring improvement in community life. These activities are designed to benefit everyone in the community, not only union members. Three primary ways in which labor sponsors community activities are by:

- assisting social service and charity organizations in the community
- providing consumer information and services
- operating programs that help find new jobs for workers who have lost their jobs

Assisting Social Service and Charity Organizations

Labor unions help support many community programs such as blood donor drives, Girl Scout and Boy Scout programs, and the Jerry Lewis Muscular Dystrophy Telethon, to cite just a few. Many social service and charity organizations receive money from United Way and labor union members provide 30 percent or more of the contributions that United Way receives. Five union presidents serve on United Way's board of directors. The AFL-CIO's Department of Community Services works closely with the United Way's Department of Labor Participation.

The Department of Community Services has approximately 200 staff members who coordinate volunteer and community service programs in 155 cities. These staff, called Community Services Liaisons, assist central labor bodies and local unions with volunteer activities and also help community-based United Way agencies.

The Community Services department also sponsors the AFL-CIO Union Counseling program. Through this program, local union members are trained as volunteer counselors who assist fellow members with such concerns as financial difficulties, emotional illness, drug or alcohol abuse, and retirement planning. The union counselor can refer people to social service agencies that meet their needs and, in addition, provide a "listening ear" for troubled persons.

In addition to the AFL-CIO's involvement in community service, many international unions encourage volunteer activity. For example, locals in the Roofers union offer free labor to help community organizations repair their roofs and assist tornado-damaged towns. Exhibit 7 highlights volunteer labor provided by members of the Roofers, Waterproofers and Allied Workers, local unions 4 and 8.

Another of the many union volunteer services is the National Association of Letter Carriers (NALC) Carrier Alert program. Letter carriers keep an eye out for elderly and disabled people on their routes and regularly check for any signs of distress or unusual changes in personal routines. Two emergencies aided by the Carrier Alert program are described below:

- In Montgomery, Alabama, accumulated mail and a car on the driveway alerted letter carrier Joseph Hurst that something was wrong with an elderly patron. Knowing the man always used his car when he left the house, Hurst thought he must be ill or hurt. The Branch 106 member called his postmaster, who in turn telephoned police. They found the man barely conscious after suffering a stroke two days earlier.
- In Missoula, Montana, no tracks in the snow and accumlated mail clued letter carrier Warren Block to an elderly patron's illness. The Branch 701 member called local emergency services and the sheriff, who arranged medical attention for the bedridden homeowner.

Exhibit 7

TORNADO VICTIMS AIDED BY MEMBERS OF LOCALS 4 AND 8

Help for victims of the June 29 tornado that has damaged and destroyed homes in Silver Ridge Park West and Holiday City at Berkeley, N.J., has been offered by Local 4 Roofers Union and an eastern Pennsylvania senior life care facility.

John "Jack" J. Critchley Business Agent for the United Union of Roofers, Waterproofers and Allied Workers, Local 4, Newark, N.J., offered free labor to help repair and reshingle the roofs of damaged homes.

And Wood River Village, a senior life care facility in Bucks County, Pa., has offered free temporary housing and food for tornado victims in need.

Critchley said between 15 and 20 apprentice roofers reported for work and will remain until the job is completed.

Appearing at a press conference called by Ocean County Freeholder Joseph H. Vicari, Critchley said the most significant cost in repairing and shingling a roof is the labor cost.

Vicari said the homeowners need only to supply the roofing materials, and the volunteer roofers will do the rest. He said arrangements are being made with local roofing supply companies to have material on hand so no time is wasted.

The apprentice roofers are the products of a training program resulting from a joint effort by roofers unions and Private Industry Councils, Critchley said. They will be paid minimum wage by the councils.

Without the offer from the Roofers Union, Vicari said, homeowners not only would have to pay labor costs but might have to wait for a month or more until a roofing contractor is available to make repairs.

Generosity is contagious. This was proven by John and Pat Sweeney and John Chiavaro, proprietors of Patsy Fagan's Green Restaurant, when they hosted a luncheon feast for the volunteer roofers on their first day of work on the damaged homes.

John Sweeney worked as a roofer about 10 years ago and felt he wanted to do his part to help get the tornado victims' homes back to normal.

SOURCE: Reprinted from *The Roofers, Waterproofers & Allied Workers Journal*, n.d. By permission of the United Union of Roofers, Waterproofers, and Allied Workers, Washington, D.C.

Consumer Awareness and Assistance

Unions have been informing the consumer public about the quality of products and services that it purchases. Exhibit 8 illustrates one of the many union consumer awareness alerts.

Exhibit 8

UFCW SOUNDS TAMPERING ALERT

A public awareness campaign against product tampering has been launched by Food & Commercial Workers Local 770 here using a brochure and a 30-second television commercial.

Local President Ricardo F. Icaza said in announcing the awareness campaign that "product tampering has frightened consumers and wreaked havoc with retailers and drug producers. We have a responsibility to the industry we serve, to the millions of consumers who rely on the safety of the products we sell them and to our own families."

The union brochure, titled "Tips Against Tampering," provides two dozen suggestions on how to spot tampered products and urges consumers to alert retail workers to suspicious packaging. The pamphlet was sent to union members and is available to the public.

The awareness campaign is a joint labor-management project with Sav-On and Thrifty drug store chains.

SOURCE: Reprinted from *AFL-CIO News*, Vol. 31, no. 29, 19 July 1986, Washington, DC: by permission of the AFL-CIO.

The AFL-CIO recently has started a low-cost credit card and legal service plan. These services are a part of the Union Privilege Benefit Programs and will be offered through local and international unions such as the Service Employees International. The credit card will carry a lower interest rate than those offered by banks. This plan is typical of consumer services that more and more unions are offering its members.

Combatting Unemployment and Underemployment

Unions have a long history of combatting unemployment in local communities and throughout the United States. Labor understands how vitally important good jobs are to keeping the nation alive and well. Exhibit 9 illustrates how unions have worked with sympathetic celebrities to create public awareness of employment situations.

Exhibit 9

"DON'T SHUT IT DOWN"

Bruce Springsteen went back to his hometown as the unannounced, unscheduled star of a benefit concert to back the campaign by Local 8-760 of the Oil, Chemical & Atomic Workers to keep a 3-M plant open and save some 450 jobs.

An audience that had paid $5 each for the union's fundraiser in nearby Asbury Park went wild when Springsteen and saxaphonist Clarence Clemons showed up with Local President Stanley Fischer.

"The Boss"—a title that Springsteen's fans tagged him with—had played the nightclub where the benefit was being held when he started his professional career, and his opening number couldn't have been more appropriate. It was "My Hometown," the ballad from his "Born in the USA" album that tells of the closing of a textile plant in Freehold in 1964. He went on to give a 40-minute performance.

The 3-M plant makes professional video and audio tapes, and the union has run ads signed by Springsteen and country music star Willie Nelson urging that it be kept open. Springsteen has contributed $20,000 to its campaign to keep the Freehold plant open, the union reported. The benefit raised another $5,000.

Working people across the country, and especially jobless recession victims, have experienced Springsteen's generosity of time and effort as well as money. He contributed tens of thousands of dollars to union food banks across the country. One of his donations was $10,000 to a medical clinic in Arizona serving Phelps Dodge copper strikers and their families.

SOURCE: Reprinted from *AFL-CIO News*, Vol. 31, no. 5, 1 February 1986. Washington, D.C.: By permission of the AFL-CIO.

Throughout the United States, two million or more workers have lost their jobs due to plant closings. After receiving six months of unemployment compensation, most unemployed workers are no longer entitled to receive benefits. An AFL-CIO unit, the Human Resource Development Institute (HRDI), assists such dislocated workers. HRDI serves more than 3,700 workers at 14 sites throughout the country by providing job search counseling, job-skills retraining, and other related services. HRDI staff work in conjunction with local unions, company staff, and government job training programs. Two recent success stories are as follows:

In Beaumont, Texas, the HRDI program found jobs that paid an average $8.20 per hour for 80 percent of participants. This is especially remarkable given the fact that the unemployment rate in the area is 11 percent.

In Denver, Colorado, the HRDI program retrained miners as welder/pipefitters, machinists, and chemical operators. Over 80 percent of the dislocated miners received new jobs at wages of $6-9 per hour.

HRDI and other union programs also provide job-skills training to individuals who never have had skilled or well-paying employment. The United Auto Workers' Apprentice Pre-Training Program helps disadvantaged persons to qualify for apprenticeships. The Electrical Workers' Union (IUE) on-the-job-training program has trained over 7,000 persons for jobs in the electronic and electrical equipment industries. The trainees, many of them minorities and women, in many cases have obtained their first regular jobs.

KEEPING THE TORCH AFLAME: LABOR'S STAND ON KEY NATIONAL ISSUES

Union Political Involvement

Nonpartisan Politics

In the early American labor movement, some labor organizations considered forming political parties. This type of direct political involvement caused problems for labor organizers since some people came to associate unions with radicals and anarchists. This image, however, did not truly reflect the overwhelmingly vast majority of individuals involved in the labor movement. Many labor leaders, therefore, determined that unions should focus on political rights rather than political parties.

The American Federation of Labor under Samuel Gompers' leadership declared that its policy would be one of "bread and butter unionism" and would focus on economic and social needs of the worker rather than on forming a political party. Gompers said that labor should "reward our friends and punish our enemies," that is, support whatever political candidate endorsed measures favorable to labor, regardless of political party.

Power at the Polls

Labor's desire to influence legislation that affects workers caused unions to develop structures to accomplish this purpose. The Political Action Committee (PAC) was established by the AFL to increase union members' political awareness and involvement.

At the first joint convention of the AFL-CIO, the Committee on Political Education (COPE) was formed. The work of COPE is best described in the following passage from the AFL-CIO publication, *This Is the AFL-CIO (1986):*

> *COPE's primary functions are to provide year-round programs of political education for union members and to conduct nationwide non-partisan registration and get-out-the-vote campaigns. It has helped millions of previously non-voting Americans—not just union members and their families, but citizens outside the trade union movement—first to register, then to exercise their franchise to vote.*
>
> *The national COPE maintains a staff of field representatives and prepares leaflets, posters and research materials for local use, including voting records on key issues of all United States senators and representatives.*
>
> *In each of the 50 states, a state COPE functions under the leadership of state AFL-CIO officers and includes representatives from city, county and congressional district COPEs which are organized along similar lines.*
>
> *The state group cooperates with national COPE and conforms to its policies, but it is neither a branch nor a subsidiary of national COPE. State COPEs make endorsements of candidates for governor, U.S. senator, U.S. representative, state legislature and other state offices. Such endorsements can only be made if two-thirds of the delegates approve.*
>
> *The sole endorsement at the national level comes in presidential contests and traditionally is made by the General Board of the AFL-CIO, then implemented by national COPE and COPE bodies throughout the nation.*

COPE is not a political party, nor is it wedded to either major party. The merger convention of the AFL-CIO in 1955 clearly set forth COPE's independent status when it resolved: "We reaffirm labor's traditional policy of avoiding entangling alliances with any other group and of supporting worthy candidates regardless of party affiliation. We will seek neither to capture any organization nor will we submit our identify to any group in any manner." (p. 9)

Promoting Social Legislation

Social well-being is one of the primary types of political issues promoted by labor. For example, organized labor has been among the key supporters of programs such as these:

- Social Security
- Workmen's Compensation
- Unemployment Insurance
- FHA assistance to homebuyers
- Civil rights

Current Issues

Health care. In health care, labor's long-range goal is to establish a system of national health care insurance, similar to that provided by European countries. The increasing cost of health care has led employers to demand that workers pay a higher proportion of health insurance costs. Unions have proposed "cost containment" legislation that outlines measures to control the expanding costs.

Maternity leave and child care. Over half of adult American women work outside the home. Most of them have school-age children. Labor unions are promoting legislation to increase Federal assistance for child care programs and day care centers and to grant extended leaves of absence for working parents who have babies. Exhibit 10 discusses some of the current maternity and child care issues that the AFL-CIO is addressing.

Exhibit 10

MORE CHILD CARE AND LEAVES FOR WORKING PARENTS?

By Dick Meister

It's a scene Norman Rockwell might have painted, and probably did: Dad heading off to work down a flower-bordered path, lunch pail in hand, while his wife in an apron and two rosy-cheeked children beam at him from the doorway of their snug suburban bungalow.

It's of course not quite like that anymore, if it ever was. Yet that's what most government policymakers and most employers seem to see when they look at the world of work. They continue to treat it as almost strictly a man's world, despite the great and steadily growing presence of women.

Well over half the country's women are now working outside the home—a total of 42 million at last count. The vast majority of them either have children at home, or will have them, and are essential to their families' financial well-being. Many, in fact, are the sole support of their families.

All industrial nations have experienced a steady and rapid growth in the number of working women. But only the United States has failed to develop a national program for dealing with the profound consequences of that crucial fact of modern economic life.

There are two overwhelming needs:

- Much more—and much better—day-care centers for preschool children and for other children outside school hours, financed by government and employers.

- More, longer, and at least partly paid prenatal and postnatal leaves for working mothers and fathers to allow them to prepare for and care for children adequately without loss of jobs or other serious penalty.

In Sweden, the federal government has set up centers to care for all preschool children of working parents and before- and after-school centers for all children aged 7 to 12. In the U.S., however, only about 10 percent of the 23 million children whose parents are working get care in comparable centers, operated largely by state and local government agencies.

The federal government provides most of the funds for most of the relatively few existing centers, but it has cut funding by more than 20 percent since President Reagan came into office. The AFL-CIO and others have been pressing Congress to increase the government contribution, but it seems certain to shrink even more under the budget-trimming impetus of the Gramm-Rudman law.

Congress did pass, in 1978, the act that requires employers who provide disability insurance coverage to treat pregnancy as a disability. But that applies to only about half the country's employers and an even smaller proportion of those with the highest concentration of female employees. Disability benefits, in any case, are typically much less than the worker's normal pay, and even those getting them are not necessarily guaranteed a return to their jobs.

As AFL-CIO secretary-treasurer Thomas Donahue has noted, most parents are denied the option of staying home with a new child, "because to do so will endanger their employment." Even those not faced with loss of their jobs for staying home are frequently faced with a loss of income they can't afford.

Mr. Donahue is one of dozens of employee representatives, child-care specialists, and others who have spoken out during the hearings four House subcommittees have been holding on a bill by Democratic Rep. Patricia Schroeder of Colorado which is designed to combat some of the most serious problems of working parents.

The legislation would not grant paid leaves or childcare allowances to parents, as is done in other industrial nations. But it would create a commission to investigate the possibility. And it would require private companies with 15 or more employees and all public agenices to grant a minimum of 26 weeks of unpaid disability leave to workers of both sexes before a child's birth and up to 18 weeks of unpaid leave for them to care for newborn, newly adopted, or seriously ill children.

Just as important, those taking leaves would remain eligible for employer-financed health care and other fringe benefits while away and would be guaranteed the same or comparable jobs on returning to work, without any loss of seniority.

It seems glaringly obvious that such steps should be taken. It's of course vitally important that children get the close, constant, and loving care of parents, particularly in the critical, formative stages of their development. But many parents will never be able to provide that essential attention if they are not helped to do it.

Source: Reprinted from *Christian Science Monitor*, Wednesday, July 23, 1986. Boston, MA: by permission of the author and of the Christian Science Publishing Society.

Addressing the Trade Deficit

Preserving America's Basic Industries

In 1984, the cash value of goods imported into the United States was $123 billion more than the cash value of goods exported. It is estimated that more than 3 million American jobs have been lost due to increased purchases of imported goods. Labor's viewpoint is that our current import laws inadequately protect American industries and workers against foreign goods competition.

Fair Trade vs. Free Trade

At the heart of the trade situation is a debate between those holding "fair trade" and "free trade" viewpoints. Free trade supporters believe that the U.S. market should be open to foreign goods without extensive quotas, tariff restrictions, or other barriers. They feel that such restrictions would invite other countries to retaliate by putting up more barriers to U.S. goods.

Fair trade proponents believe that although the principle of free trade is a nice idea, it is not very realistic to today's world economy. The fair trade position states that other countries already have extensive barriers to U.S. goods. One example is that there is a 2 percent tariff tax on European autos imported into the U.S., but a 10 percent tariff on U.S. cars exported to Europe. Fair trade advocates feel that America's open trade policies have not influenced other nations to open their borders. Therefore, the U.S. should take reciprocal action against nations whose policies are unfair to U.S. goods. The action could include increased tariffs, quotas for the quantity of imported goods, or even government support to troubled industries.

The Dollar's Value and Its Impact on Trade

Additionally, the U.S. dollar's value has increased against foreign currencies in recent years and this has contributed to worsening the trade deficit. For example, the dollar increased over 25 percent against the Japanese yen from 1981 to 1984. This increase meant a 25 percent reduction in the U.S. dollar price of Japanese goods and a 25 percent increase in the Japanese yen price of U.S. goods. This may sound confusing, but what it means is that Americans could pay lower prices for Japanese products, while Japanese consumers faced higher prices on American goods. The net result was that Americans bought more imported goods and other countries bought less of our products.

Labor organizations have been pressing the U.S. government to correct the overvalued dollar. Economic policies can be changed to reduce the value of the dollar against foreign currencies. Such action, along with other measures, would reduce the trade deficit and lower the cost of exporting goods.

Prepared Measures

Organized labor is promoting several measures to reduce the trade deficit, including the following:

- Tightening quotas and increasing tariffs on certain categories of foreign goods.
- Taking economic policy action to devalue the dollar against foreign currency.
- Promoting the "Buy American" campaign on television and in newspapers and magazines.
- Supporting legislation to enhance the Trade Adjustment Assistance program. This program provides funds for retraining and relocating workers whose jobs have been lost to imports.

Civil Rights

Achieving the Dream

Labor has a long history of support to civil rights legislation including Women's Suffrage legislation and, more recently, the Civil Rights Act of 1964.

These and similar acts govern a range of the following hiring, compensation, and working environment practices:

- Discrimination on the basis of race, color, sex, or national origin is outlawed.
- An employer or employment agency may not ask a prospective worker questions about marital status, number of children, or child care plans unless they ask both males and females and interpret this information on the same basis.
- Discrimination on the basis of pregnancy is prohibited. Women affected by pregnancy, childbirth or related medical conditions must receive the same benefits that other temporarily disabled workers receive. It is illegal to refuse to hire pregnant workers or require them to take a leave of absence if they are physically able to perform their work.
- Sexual harassment is outlawed. Harassment includes sexual demands as a condition of employment or promotion, offensive remarks, leering, touching, and repeated invitations for unwanted dates.
- Men and women performing equal work must receive the same pay. Jobs do not have to be identical to be classified as equal work, that is, work that requires equal skill, effort, and responsibility under similar working conditions is judged to be equal work.
- It is illegal to exclude physically or mentally handicapped workers from employment opportunities. An employer must make "reasonable accommodations" such as wheelchair ramps, work-table adjustments, modified seating or equipment controls, and the like for handicapped workers. However, an employer is not required to hire a disabled person if the handicap prevents the worker from performing the job or endangers the worker or other persons in the area.

The Equal Employment Opportunity Commission (EEOC) and the Civil Rights Commission have the authority to investigate suspected violations of employment rights. If a person has "reasonable cause" to believe that discrimination has occurred, these commissions take steps to address the violation through conferences with the offending party. If no reconciliation is made, the EEOC or Civil Rights Commission may bring a lawsuit against the offending party to a Federal court.[2]

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[2] Excerpted and adapted from *A Worker's Guide to Labor Law*, 4th ed. (Orono, ME, 1983), 69-76, by permission of Bureau of Labor Education, University of Maine.

Not only have labor organizations promoted civil rights legislation themselves, but they also have funded organizations whose primary goals are to increase the participation of minorities and women in their unions and communities. These organizations include the A. Philip Randolph Institute, the Labor Council for Latin American Advancement, and the Coalition of Labor Union Women.

The close alliance of labor and the civil rights movement is best illustrated in the following statements of Dr. Martin Luther King, Jr.:

> It is in this area (politics) of American life that labor and the Negro have identical interests. Labor has grave problems today of employment, shorter hours, old age security, housing, and retraining against the impact of automation. The Congress and the Administration are almost as indifferent to labor's program as they are toward that of the Negro. Toward both they offer vastly less than adequate remedies for the problems which are a torment to us day after day. (District 65 Convention, September 1962)
>
> As I have said many times, and believe with all my heart, the coalition that can have the greatest impact in the struggle for human dignity here in America is that of the Negro and the forces of labor, because their fortunes are so closely intertwined. (Letter to Amalgamated Laundry Workers, January 1962)

Today the AFL-CIO and its affiliated unions are dedicated to continuing the struggle for equality and economic justice that was led for so brief a period by Dr. King. Trade unionists everywhere are dedicated to extending the benefits of a bountiful society to all Americans and to "living the dream" he so eloquently championed.

Equity in Pay

Labor has promoted the concept of "comparable worth" which asserts that comparable jobs with the same employer should receive equal pay. Traditionally, job classifications filled primarily by women have been in a lower pay range than those that are mostly occupied by males—even though the positions required workers to perform at comparable skill levels. Labor supports legislation that would put salaries of men and women who perform comparable work on even footing.

ACTIVITIES

INTRODUCTION TO LABOR UNIONS

Goal: To provide students with an overview of unions and the roles they play in our economic system

Objectives:
1.0 To increase student awareness of unions as a key part of the free enterprise system
2.0 To help students understand historical factors that led to the rise of unions
3.0 To relate union goals to students' career and worklife objectives

Summary of Suggested Activities*

1.1 Set up a bulletin board featuring current labor issues. Request students to help identify and post relevant items. This activity can serve as an appropriate backdrop for creating awareness of labor issues in related instruction classes in all vocational areas.

1.2 Role play an employment situation that affects workers, managers, and the public, demonstrating how each of the economic roles are interrelated. This activity is appropriate for use in consumer economics class or in curriculum areas that deal with the operations of business and industry.

2.1 Plan an "Eyewitness to history" program—oral histories, photographs, and artifacts acquaint students with early working conditions in their occupational areas. These presentations are appropriate for portions of any vocational curriculum that provides an introduction to the trade area.

2.2 Plan a "Hands-on History" program—hands-on exposure to early work methods and/or tools. This activity is appropriate in any occupational area as a lab or shop activity in which students gain skills in using tools and equipment or work methods.

2.3 Conduct a sweatshop simulation in the lab or shop—simulate industrial or production work under less-than-ideal conditions. This activity can be adapted to any vocational lab or shop curriculum.

3.1 Conduct a group discussion about the goals that can be accomplished through unified group action and teamwork. This activity is appropriate in all vocational curricula that include learning activities requiring teamwork, skills in interpersonal communications, and organization in the workplace.

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* A more detailed description of each activity follows

3.2 Conduct a group brainstorming activity in which students identify and analyze ways group efforts help individuals meet career goals. This activity is appropriate for student organization meetings in any occupational area or in any portion of the curriculum in which students assess career goals.

3.3 Co-op students interview organized labor representatives from their training sites. This activity is recommended for cooperative education programs in any vocational area.

Activity 1.1: Bulletin Board Displays

Purpose

To provide students with an awareness of current events relating to the role of labor in the free enterprise system

Preparation

1. Post a "headline" with the title **LABOR UNIONS AND THE FREE ENTERPRISE SYSTEM** along the top of the bulletin board.

2. Attach clippings on labor issues from your daily paper, magazines, or other sources. These could include such things as stories about collective bargaining, organizing campaigns, strikes, and so on.

Description

1. During the class session, direct the students' attention to the "new" look in the classroom, the new bulletin board. Describe how labor issues are an important part of today's world, not just a quaint part of history.

2. Ask students to identify stories and pictures that highlight labor issues and post these items on the bulletin board throughout the year. You may wish to encourage students to focus on collecting labor information relating to occupations and industries in your vocational service area. As the teacher, you too will want to identify and post labor-related materials "upfront."

3. Discuss, on a weekly basis, local and state events that relate to contemporary labor issues in order to create continuing student awareness of labor related issues. For example, if labor negotiations, an organizing drive, or a strike are featured in the news, ask students to follow the progress of this activity and bring in articles on each new phase of development.

Activity 1.2: Role Playing

Purpose

To provide students with a basic understanding about how the roles of consumer, manager and worker are interrelated

Preparation

1. Review the following case description:

   You live in the town of Middleville. Recently, everyone is talking about the workers at the Mid-State Electric Power generating plant, the biggest employer in town. The union wants a 7 percent raise in their next contract. The company wants everyone to take a 5 percent pay cut. Management claims that the workers make too much money for the work they perform.

   Imagine yourself as one of the following individuals. Describe how you would feel if you were in the middle of this situation:

   - Sue Johnson, one of the electrical plant workers, has just bought a new home.
   - Sam Potter, a retired community member, who is living on a fixed income and is concerned about the rising costs of his electric bill.
   - Mary Dixon, owner of a local food store, realizes that many of her customers work at the plant.
   - Bob Johnson, one of the executives at the plant, has his salary and bonus directly related to the amount of profit the company makes.

2. Make copies of the case description for each member of the class.

Description

1. Distribute copies of the case study to students and ask them to imagine themselves in the position of each of the individuals.
2. Request student volunteers to play the parts of Sue, Sam, Mary, and Bob.
3. Ask each role-play participant to describe to the class how he or she would feel if (a) the union won the 7 percent raise and (b) the company won the 5 percent cutback. Ask each participant to identify possible labor-management compromises that would help satisfy the needs of everyone involved.
4. Following the role playing, discuss the following questions:
   - Who will gain and who will lose if (a) the 7 percent raise is granted? and (b) the 5 percent pay cut takes place?
   - Are the electrical workers the only group of people who will gain or lose in this situation?
   - How might this case be different if the electrical workers did not have a union?

Typical responses to these questions might include the following:

- If the 7 percent raise is granted, Sue will have more money to pay for a new home. Mary's store may do more business since customers have raises. Sam's electric bill might go up. Bob's total pay might decrease through a reduction in his bonus.
- If the 5 percent pay cut takes place, Sue will have less money for her home; Mary's store may lose some business; Sam's electric bill might not go up; Bob's pay might increase.
- Without a union, the workers would probably be forced to accept a 5 percent pay cut.
- In discussion, the terms *might* or *may* should be stressed because many factors outside of workers' salaries affect prices and profits (for example, the cost of fuel for electrical generators and the demand for electricity in the area). Clearly this situation affects the whole community and not just the electrical workers.

Activity 2.1: "Eyewitness to History"

Purpose

To acquaint students with early working conditions through contact with individuals who experienced it firsthand

Preparation

1. Arrange for one to four local senior citizens who have worked in harsh industrial conditions, either as adults or child laborers, to visit the class. Have them talk to the class about their experiences with early working conditions, hours, wages, employers, and unions. Discuss ways in which current work conditions have improved. You also may ask visitors to bring items to share with students. These can include such things as photographs, old tools, copies of old contracts and work rules, labor-related news clippings, early union leaflets, and similar items.

2. Identify individuals who are willing to participate by contacting a variety of sources including (a) local union offices, and (b) activity coordinators at community senior citizen centers.

Description

1. Briefly review related readings from *"Introduction to Labor Unions"* with students. Option: review this material in a class session prior to the one in which the visitors present information.

2. Have each visitor describe his or her early work experiences and share work-related memorabilia.

3. Allow sufficient time for questions and answers so that students can get an in-depth "feel" for the early working conditions.

Activity 2.2: "Hands-On History"

Purpose

To acquaint students with working conditions during the period when unions arose

Preparation

1. Investigate early work methods or tools used in the trade or occupational area in which you teach. In addition to your personal files, useful resources may include the local library, local union in related area, and county or state historical museums.

2. Obtain old tools and materials to use in the classroom. For example, if you are teaching in Business Education you might obtain an old manual typewriter or cash register. In construction trades you might use crosscut saws and hand drills. Treadle sewing machines could be used in home economics.

3. Select two or three projects or products students can work on by using old tools, materials, or processes.

Description

1. In the lab or shop, demonstrate the differences between old and new methods, tools, and working conditions.

2. Have students try their hand at performing work while using the old tools or work methods.

3. After students have completed the project, discuss how modern tools and work methods have changed the quality and quantity of production and the quality of the working environment.

Activity 2.3: Sweat Shop Simulation

Purpose

To expose students to difficult working conditions faced by early industrial workers (and by contemporary workers in some places today)

Preparation

Acquire pictures of early working conditions in industries related to your occupational area. For example, if you are teaching in home economics you might obtain photographs of early textile mills, or commercial kitchens in hotels and restaurants. Or, photographs of workers in early automobile factories would be appropriate in an automotive curriculum, and so on.

Note: some photographs reproduced on a good photocopier often can provide a clear image. You can obtain these photographs or copies through the following resources:

- Local or state library
- The education or publicity office of a local or national union in the occupational area
- County or state historical museum

Description

1. Turn the themostat in your lab up to 85° and close the window shades.
2. Turn off most of the lights in the room.
3. Give the students scissors and pieces of 8 ½" x 11" paper.
4. Have them trace and cut out detailed shapes from the paper (such as school emblem, animal shape, Statue of Liberty,and so on.)
5. Tell the students that their quota is to produce five pieces a minute.
6. Give token rewards (piece of candy) for each completed piece but only for those which are perfect.
7. Hide a cassette tape recorder in the classroom to capture students' reactions to the situation.
8. Assume the role of shop foreman by constantly monitoring production and quality levels. Pressure students to produce more while you criticize the quality of the work that they have produced.
9. After 5 minutes of "production," announce an increase in the quota to 10 pieces per minute.
10. Stop the simulation after 10 to 15 minutes of work.

11. Play the tape recording of the production line session and discuss their reactions to the situation. How did they feel about the situation? Did they think production requirements were fair? Were the working conditions reasonable or safe? Was the speed at which students were required to perform the work reasonable? What did they think of the reward system? What would they have done if this type of work situation was their only source of employment?

(SOURCE: Linda Ulrich-Hagner, West Kenmore High School, New York)

Activity 3.1: Unified Group Action

Purpose

To increase student awareness of the goals that can be achieved by unified group efforts

Preparation

None needed.

Description

1. Request students to meet in groups of four to six people.

2. Allow 10 minutes for each group to identify and list types of accomplishments that could only be achieved by a group of people working together toward a common goal rather than an individual working alone. Provide a few examples, such as a team scoring a touchdown, Red Cross disaster crews, workers building a skyscraper.

3. Request the class to meet as a whole and ask each group to share its ideas. Students' responses may include such activities as student council actions, various athletic teams, club volunteer projects, political action, business enterprises.

4. Discuss the question, "What can a union do that individual workers alone cannot?"

Activity 3.2: Career-Building by Teamwork

Purpose

To provide students with information about how groups such as student organizations, professional associations, and unions can help them meet their career goals

Preparation

1. Review your own career goals, both past and present. Determine which goals (a) have been and can be met through using your individual initiative and (b) which would be furthered through group functions.

2. Contact guidance counselors at your school as well as appropriate staff in professional organizations and unions in your occupational area to obtain information about how different organizations provide career training and advancement programs.

3. Develop a sample "career ladder" that identifies the steps that a student in your occupational area might take in order to meet his or her career goals. This list can motivate students to think about what they must do to reach their goals. The list below illustrates one possible career ladder for a student in a food service training program:

    1. Student-commercial food service
    2. Apprentice cook
    3. Master chef
    4. Restaurant owner

Description

1. This activity can be used in conjunction with student work programs and in the student vocational organization.

2. Share the sample ladder you have developed with students and then ask class or club members to develop a personal career ladder. Once students have identified the major steps in meeting their goals, ask each one to identify (a) the tasks he or she must complete in order to take each step and (b) the assistance that a student organization, professional organization, and labor union might provide, at each point along the way.

3. At the next class session or club meeting, ask students to meet in small groups to discuss their career ladders and to help each other identify ways that organizations can help them meet their goals.

    The advisor or teacher should meet with each group to assist them in identifying ways in which this can be done.

Activity 3.3: Training Station Labor Representatives

Purpose

To provide students who are in cooperative education with firsthand knowledge of workers' experience with organized labor

Preparation

1. The teacher-coordinator will identify a currently active cooperative training station where workers are represented by a labor union.

2. The teacher-coordinator will contact the local union to see if the local steward at the training site (or other appropriate local union official) can visit the class.

Description

1. Introduce the steward/local official, and have him/her speak for 15-20 minutes about how the local union serves workers at the training site.

2. Encourage students to ask questions about local union activities in behalf of the training site personnel. Some sample questions include:
   - What benefits do the workers receive through union membership?
   - What improvements at this firm have been obtained through collective bargaining?
   - What does one do to join the union?

WHO IS LABOR IN AMERICA?

Goal: To provide students with an understanding of trends in labor union membership as well as a knowledge of the structure and function of union organizations

Objectives:
1.0 To develop student awareness of the diversity and change in union membership
2.0 To help students identify unions in their community
3.0 To create student awareness of how the labor movement functions and how unions are structured

Summary of Suggested Activities*

1.1 Students identify their direct experience with labor force trends such as small business and service industry growth by comparing their current after-school or cooperative jobs with national employment patterns. This activity is appropriate in the curriculum that deals with job searches or as a part of the teacher-coordinator's focus in cooperative education programs.

2.1 Using Yellow Pages in the local telephone directory, students identify local unions in their occupational area. This activity is recommended for curriculum content dealing with job searches or with an overview of the occupation or trade.

3.1 Students identify at least six characteristics common to both vocational student organizations and labor unions. This activity is appropriate for a student organization.

3.2 Student organization members gain leadership training through training resources of local union officials. This activity is appropriate for any student vocational organization.

* A more detailed description of each activity follows

Activity 1.1: National Employment Trends

Purpose

To provide students with knowledge of labor force trends that will affect their working lives and career options

Preparation

None needed.

Description

1. Ask several students who work part-time or in a cooperative work experience to describe their workplaces in terms of the following factors:

   - The size of the business—do they work in a small business, a national chain, large business?
   - The type of business—is the industry a manufacturer, retailer, or service business?
   - The types of jobs that are available in the business
   - Wages of workers—how much can a person earn in the business? How do wages vary depending on the type of work performed?
   - Opportunities for advancement—how do people work into higher positions?

2. If students' responses follow the national pattern (for example, if student employment tends to be concentrated in small business, retail or service work with relatively low pay and limited advancement potential), discuss common national employment trends toward small and service businesses and the implications for salary and working conditions.

3. Discuss ways that employees can improve wages and working conditions in a small and service business labor market.

4. Discuss impact of unions on wages and working conditions.

Activity 2.1: Yellow Pages Research

Purpose

To provide students with information about unions that are active in their community

Preparation

Photocopy the Yellow Pages listing of Labor Organizations or Unions in your community telephone book

Description

1. Distribute copies of Yellow Pages listings to students.
2. Ask students to count the number of different unions represented in the community.
3. If some unions have more than one local in your area, ask the students why this is so. (Response: industrial unions may have locals based at particular plants or facilities; craft locals are more likely to be citywide.)
4. Highlight references to apprenticeship committees or training programs in which students may be interested.

Activity 3.1: Student Organizations and Unions

Purpose

To increase student understanding of how labor unions function and are structured

Preparation

If needed, review the national and local organizational structure of the student organization.

Description

1. Briefly describe the organizational levels of the labor movement—local, national, international unions and the AFL-CIO.

2. Ask students to identify features that are similar to both the student organizations and unions. Similarities can include such topics as the following:

   - local chapters
   - national organizations
   - emblems or symbols (union label)
   - meetings and conventions
   - elected officers
   - dues paid by members
   - focus on particular occupations or industries

Activity 3.2: Leadership Training for Student Organization

Purpose

To acquaint student organization members and leaders firsthand with their counterparts in local unions

Preparation

1. Contact the local central body (central labor council) or other local union offices that represent workers in your occupational area. Request the volunteer services of individuals who have served terms as local union officials and have the communication skills and needed interest to assist a student group.

2. Invite the individuals to serve as leaders and/or observers to assist in training student leaders of your vocational student organizations in your curriculum area.

Description

1. Select union representatives who will agree to work with students who have been elected to offices.

2. Have officials develop or participate in training sessions for chapter officers.

3. Request permission for chapter officers to attend a union business meeting.

COLLECTIVE BARGAINING

Goal: To provide students with an overview of collective bargaining including the process of organizing a union and negotiating a contract

Objectives:
1.0 To acquaint students with the steps by which a union can obtain recognition by employers
2.0 To inform students about the standard contents of labor contracts
3.0 To develop student awareness of contract negotiation and arbitration processes

Summary of Suggested Activities*

1.1 Have students play simulation games relating to union recognition and collective bargaining. This activity is appropriate for use in curriculum segments that relate to developing skills in interpersonal communications and/or job-seeking.

1.2 Conduct a panel discussion by labor and management representatives on union organizing. This activity is recommended for use in curriculum segments that relate to developing skills in interpersonal communications and awareness about business organization.

2.1 Analyze three sample contracts (for example, a marital contract, a teacher's contract, and a construction/craft union contract). This activity is appropriate for use in business law courses or in the portion of any vocational curriculum that deals with service and cost estimates and business management.

2.2 Develop a hypothetical teacher-student contract (for example, a grade contract) applicable to the vocational learning activities. This activity is appropriate for use in any vocational area.

2.3 Compare and contrast union contracts with cooperative education training agreements. This activity is appropriate for all cooperative education programs.

3.1 Conduct a class discussion of actual negotiations with which students are familiar. This can include such topics as car purchases, yard sales, job interviews, and so on. This activity is recommended for consumer economics or any other portions of curriculum that deal with skills in interpersonal communications, sales, or job searches.

3.2 Compare roles and the characteristics needed by student organization chapter leaders with those of a union chief negotiating spokesperson. This activity is applicable as a student organization project in all vocational areas.

3.3 Observe joint labor-management programs in your community such as quality of worklife efforts.

* A more detailed description of each activity follows

Activity 1.1: Collective Bargaining Simulation Games

Purpose

To introduce students to concepts of union organization and collective bargaining practices through hands-on simulation activities

Preparation

Through your school resource center or library, obtain a collective bargaining simulation game. Two examples of these games are cited below:

- *Negotiate!*—A collective bargaining board game available from Christine Mahoney, Box 23001, Lansing, Michigan 48909 (517) 393-8534 ($39.95 plus $3 shipping)
- *Strike!*—A board game similar to Monopoly available from Social Studies School Service, 10,000 Culver Blvd., Dept. M3, P.O. Box 802, Culver City, CA 90230 (800) 421-4246 ($21.95)

Description

1. Review game rules and procedures with students.
2. Play game as classroom or student organization activity.

Activity 1.2: Panel Discussion on Union Organizing

Purpose

To expose students to both labor and management viewpoints on union organizing activities

Preparation

1. Review the chapter on collective bargaining in this publication.

2. Arrange for spokespersons from both labor and management in an industry related to your occupational area to participate in a panel presentation on union organizing. You may identify individuals who are willing to participate by contacting local union offices, local business and industry offices, or through personal contacts.

3. Request students to develop questions they would like to ask the visitors. Some examples are as follows:

   - (for management representative) Why do companies resist unions?
   - (for union representative) What are your goals (6-hour day, $25 per hour, or what)?

Description

1. Introduce the panelists and provide a few minutes for each visitor (labor or management) to present his or her experiences with unions and organizing drives.

2. Allow 10-15 minutes for students to ask questions.

3. At a following class meeting, ask students to evaluate how clearly and fairly their questions were answered.

Activity 2.1: Contracts—Discussion of Key Elements

Purpose

To familiarize students with the major elements of a contract through a variety of examples

Preparation

1. Obtain samples of three types of contracts. Samples can include such things as a premarital agreement, a craft union construction contract, a property rental contract, and a teacher contract. Sources for these contracts include a local attorney who practices family law, a local contractor or craft union, an office supply store which carries legal forms for leases, and your own teacher's union.

2. Review the contracts and identify the key provisions of each.

3. Photocopy contract pages that contain key provisions or prepare a handout that summarizes common contract provisions.

Description

1. Distribute handouts to class members.

2. Ask students to review and identify key features in each contract. Compare how contract features vary depending on the relationships of the two parties involved.

3. Discuss the possible consequences of a contract violation committed by either party.

4. Discuss how each of the situations covered in the sample contracts might have been different if there had been no contract.

Activity 2.2: Teacher-Student Contract

Purpose

To develop a practical collective bargaining agreement for the classroom situation

Preparation

None needed.

Description

1. Ask for volunteers to join the "teachers'" and "students'" contract negotiating committees.

2. Have each group draft specific provisions for activities and procedures in the class or lab. Several types of sample clauses that negotiating groups might draft are as follows:

   "Compensation"—This clause could establish a grade scale, including specifications about what a student would have to do in order to earn an "A," "B," and so on, for a project. For example, project completion, quality work, attitudes (attendance, punctuality, safety precautions), and test scores all may contribute to the grade in the course.

   "Fringe Benefits"—This clause can include extras such as field trips, recognition certificates, and permission to use the lab for personal projects such as automobile repairs or clothing design.

   "Seniority"—This clause could include special privileges for seniors (for example, no clean-up duty or first choice for projects on which they will work).

   "Health and Safety"—This clause could include procedures for keeping the lab or shop clean and safe as well as guidelines for weekly safety inspection.

   "Discipline"—This clause could include a list of student rules and the corresponding penalties for violation (you may wish to build upon your school's official rules).

   "Grievance"—This clause would establish procedures for students to follow when either party violates the "contract." For this clause, you may also want to establish grievance personnel—the student with highest grades becomes "shop steward." President of student organization acts as "chief steward."

3. "Teacher" and "student" committees meet to discuss contract provisions. Each selects a "negotiating representative."

4. Conduct negotiations in order to arrive at final contract language.

5. Option: if school policies permit, you may be able to use the contract as a policy guide for the vocational program.

6. Option: you may choose to design a modified lab contract activity by developing a simple grade contract.

Activity 2.3: Labor Contracts and Cooperative Education Training Agreements

Purpose

To provide cooperative education students with information about (1) the contractual agreements under which they are currently working and (2) how these agreements are similar to labor contracts

Preparation

Obtain copies of cooperative training plans/agreements with a variety of employers. You may gather these from your files, or from the teacher-coordinator in your occupational program (if this is not your role). Be sure to delete students' names from the agreements before making copies.

Description

1. Ask students to recall signing the cooperative training plan and to describe the subjects that were agreed to in the plan (such subjects might include schedules, wages, job title, and skills areas in which the co-op student receives training).

2. Distribute copies of the training plan agreements to students.

3. Lead a class discussion in which students identify items in training plan agreements that they would find in a labor contract. For example, both contracts (a coop agreement) typically include job titles, scheduling provisions and wages. They also may include agreements about the specific training to be provided by the employer.

Activity 3.1: "Real-Life" Negotiation Experiences

Purpose

To familiarize students with the key features of negotiations which they have encountered

Preparation

None needed.

Description

1. Ask students to report examples of situations in which they used negotiating skills. In order to help students get started, provide some examples such as the ones listed below:

   - Student and teacher discuss the grade that a paper or project should receive.
   - Student buys a used car.
   - Student and family decide who will do certain household chores, when they will be performed, and what will happen if they are not completed.
   - Student goes to or conducts a yard sale.

2. Select several students to present a more detailed report on their negotiations, such as the following:

   - What did each party want to gain at the beginning of the bargaining session?
   - How the settlement was reached, what concessions were made by each party, and in what ways did each side gain?

Activity 3.2: Negotiators: Performance and Characteristics Needed

Purpose

To help student organization members understand how the leadership skills that they are developing relate to the qualities that an effective negotiator possesses

Preparation

1. Prepare a handout that lists the qualities that an effective chief negotiating spokesperson possesses. This list would include such qualities as the following:

- command of language
- knowledge of plant operations
- decision-making ability
- prestige
- integrity
- dependability
- patience
- intelligence
- stamina
- persuasiveness
- sense of humor
- open mindedness
- poise
- diplomacy

Description

1. Distribute handouts.

2. Ask students which of these qualities are also important for a student organization leader and why they are important.

3. To stimulate discussion, ask students this question: "What other occupations or roles of responsibility require these skills?" (Sample responses: politicians, managers, lawyers, vocational teachers.)

Activity 3.3: Labor-Management Cooperation

Purpose

To provide class or student organization members with an opportunity to observe quality of work-life programs firsthand

Preparation

1. Identify local industries in which effective labor-management initiatives are established. By contacting the local central labor council or local unions (for example, the United Auto Workers or Communications Workers of America), you may be able to obtain this information.

2. Secure permission for Quality Circle representatives to visit the student organization meeting or for organization members to visit a Quality Circle meeting.

3. Arrange for student organization members to observe an actual Quality Circle meeting.

4. Optional: Invite labor and management representatives to participate in panel presentation about the pros and cons of Quality Circles.

5. Optional: Suggest that the concept of Quality Circles/Quality of Worklife be used as a club speech topic.

Description

Note: This activity simply consists of carrying out the arrangements noted above.

PROTECTING WORKERS' RIGHTS

Goal: To provide students with practical information about safeguards through which workers can protect their rights

Objectives:
1.0 To acquaint students with the principles and actual steps involved in the grievance process
2.0 To inform students about various types of grievances
3.0 To make students aware of important Federal and State legislation that protects workers' rights

Summary of Suggested Activities*

1.1 Practice writing sample grievances clearly and succinctly. This activity is appropriate for courses in Business English, Technical Writing, or any vocational area that deals with communications.

1.2 Create a simulated grievance procedure in the vocational classroom. This activity is appropriate for use in any vocational area.

2.1 Discuss work-related problems of part-time workers and co-op students within the context of grievances. This activity is recommended for cooperative education programs or portions of any vocational curriculum dealing with job searches and maintaining employment.

2.2 Discuss with employers their views on students' problems on the job. This activity is appropriate for cooperative education or portions of any vocational curriculum dealing with job-seeking skills.

3.1 Discuss safety and health issues as they relate to laws that protect workers in the occupational area in which you are teaching. This activity is recommended for the safety-related portion of all vocational curricula.

3.2 Visit with a safety committee in a local business or industry related to your occupatonal area. The committee may be headed by a union member or may be set up as a cooperative venture by labor and management. This activity is appropriate for student organizations or as a class field trip.

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* A more detailed description of each activity follows.

Activity 1.1: Writing Sample Grievances

Purpose

To improve students' communication skills while acquainting them with the grievance concept

Preparation

Examine the four sample cases on the following page.

Description

1. Have students review at least one of the sample cases. Option: Role play one or more incident(s).

2. Request one half of the students in the class to assume the role of "shop stewards" and the other half to assume the role of "supervisors."

3. Ask each student to write up the grievance for this case as either a supervisor or shop steward would see it.

4. Apply the following guidelines that will help students write more effective grievances:

   - Avoid emotional language such as "that foreman should mind his own business!"
   - Use clear and simple language.
   - Focus on the **facts**, such as: (1) What happened? (2) When did it happen? (3) Who was involved? (4) Why did it happen? (5) What should be done to correct the situation?

5. Collect the written grievances and share them with the class.

6. Option: As part of the overall evaluation for a communications unit, assign a grade to these grievances.

Grievance Cases

"The Last Chance"

The company rules prohibit drinking on the job. The first offense is punishable by a one-day suspension; the second offense punishable by a one-week suspension; and the third by dismissal. Harvey G. normally never drank on the job, however, one day he came to work intoxicated. The foreman ordered him home, but Harvey put up an argument, which turned into a shouting match. At that point the foreman fired Harvey on the spot. Does Harvey have a legitimate grievance?

"Lights Out"

Because the Dimsmore Electronics Company was suffering from a steep rise in energy costs, every other light in the assembly plant was turned off as a cost-saving measure. "There is plenty of light left to see what you are doing," the president told his workers. If they object, do they have a grievance or merely a complaint?

"The Garage Grudge"

Hayes Machine Company has its own motor vehicle garage which employees sometimes use to work on their own cars at night and weekends. Company policy never condoned this. "It was just sort of accepted with grudging looks and the silent treatment," said an employee. However, because more and more employees used the garage, the company decided that employees were "abusing a nonexistent privilege" and issued a notice announcing that the garage would be closed after hours. Is there anything the employees can do?

"Parking Problem"

Every rainy day for the last 5 years, Doris B. squeezed her little car between parking spaces reserved for company executives in order to get closer to the plant. One day one of the executives could not open his car door because Doris parked too closely to his car. He warned Doris not to park there again or he would suspend her. One rainy day she did; and the next day he suspended her. Does Doris have a grievance?

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Activity 1.2: Simulation: Grievance Procedure

Purpose

To provide students with direct experience with the grievance-handling mechanism in the school setting

Preparation

1. Review Activity 2.2, Teacher-Student Contract, in the Collective Bargaining section. This activity will be most effective after class members have developed a contract.

2. Check to ensure that this type of activity will fit with your school's policies since the cooperation of administrators will be required.

Description

1. Outline the grievance activity to the students and include information about the steps and people involved. Recommendations for this include the following:
   - Students will identify a lab or schoolwide problem that could be resolved through a grievance process.
   - Students in each class should select one "shop steward." If only one class will be involved in the activity, have students select two or three stewards.
   - The "shop stewards" comprise the class grievance committee. They elect a "chief steward" as their representative.
   - The teacher acts in the role of a "foreman;" the department head acts as a "plant superintendent;" and the principal or school director acts as "personnel director."

2. Explain the grievance process, and include these key steps:
   - Students and the "shop steward" present a grievance report to the teacher.
   - If the grievance is not resolved to the satisfaction of the students and teacher, the "chief steward" takes the grievance to the "plant superintendent."
   - The highest level of appeal is the "grievance committee" meeting with the "personnel director" (school director)

3. These two "ground rules" might help the grievance process from getting out of hand:
   - Limit the number of grievances that can be filed per month.
   - Students have to agree that teacher can "pull the plug" if things get out of hand.

Activity 2.1: Student Work-Related Problems

Purpose

To provide students practical experience in evaluating potential grievances

Preparation

Identify two or three types of problems that your students report about their part-time or cooperative education jobs.

Description

1. Ask students to report difficulties they are having in their cooperative education work experience or part-time jobs. For instance, students may have a conflict with the supervisor, have concerns about safety issues, need more instruction from supervisors about how to perform their work, or have work-scheduling problems.
2. Record on the chalkboard two or three of the most common problems.
3. Discuss the following questions with the students: Which of these problems could be submitted as grievances in a collective bargaining environment (that is, under a union contract)? Why? Why not?
4. If these problems do not qualify as grievances per se, what other routes might be taken to resolve them?
5. Option: Invite a local union steward to observe and comment on the proceedings.
6. Option: Follow-up with Activity 2.2, in order to provide employers feedback about their work environments.

Activity 2.2: Employers' Perspectives on Student Employment

Purpose

To increase student understanding of employers' perspectives on work-related problems

Preparation

1. List several types of problems that students encounter at their worksites or co-op stations. If you have performed Activity 2.1, you may want to elaborate on the list you made at that time.
2. Contact one or two local employers who are willing to participate in a class discussion about work-site problems. Try to obtain supervisors from both union and nonunion worksites. Caution: Avoid representatives who employ students in your class, unless you have talked to both the student and employer beforehand.

Description

1. Invite the visitors to identify practical ways that students can deal with common work-related problems they encounter. If your students have not volunteered any information about work-related problems, you may want to describe these situations in order to stimulate discussion:
   - Student believes a supervisor plays favorites
   - Student thinks a supervisor is being domineering
   - Student and other workers have conflict about scheduling
   - Student forgets to call into work when he or she is ill and consequently is fired
2. Encourage the students to ask questions about how the visitors would handle their individual situations.
3. Option: If you have conducted both Activities 2.1 and 2.2, ask students to compare how the employers' viewpoints differ from the way the same situations would be handled within a grievance structure. This can lead to such probing questions as the following:
   - Is there an advantage to a formal grievance-handling system?
   - What recourse does a worker have if the employer cannot or will not deal with problems fairly and effectively?

Activity 3.1: Safety and Health Issues in Your Vocational Curriculum

Purpose

To increase student awareness of important safety and health issues in the occupational areas for which they are training

Preparation

1. Acquire materials on current safety and health issues relating to your vocational area. Such issues might include the following:
   - Business/Office Education: video display terminals
   - Marketing/Distributing Education: carpal tunnel syndrome
   - Auto Mechanics: asbestos
   - Agriculture: use of pesticides
   - Trade and Industrial: toxic substance labeling

   Some suggested sources for materials are as follows:
   - Area office of the Occupational Safety and Health Administration (OSHA)
   - Local unions which serve related areas, for example, Communications Workers of America, United Food and Commercial Workers, United Farm Workers, International Union of Electrical Workers, United Automobile Workers
   - The labor education service of a state university
2. Photocopy the most important materials for students.

Description

1. During curriculum units on safety, distribute and discuss articles or materials that you have gathered.
2. Use lab equipment and tools to demonstrate work methods or procedures that will minimize the safety risk to workers.
3. Post health and safety news articles on a bulletin board in the class or shop area.
4. Option: Instead of presenting the material yourself, ask a representative from one of the following institutions to provide relevant information for the class:
   - OSHA representative
   - State regulatory agency representative (for example, Cosmetology Board, State Agriculture Department)
   - Representative from university-based labor education services

- Local union safety committee member

Note: As a part of their public relations services, many of these groups provide information and presentations for educational settings.

Activity 3.2: Field Visit to a Safety Committee

Purpose

To provide an opportunity for student organization or class members to observe an industrial safety program firsthand

Preparation

1. Contact the local central labor council to obtain information about union safety committees.
2. Contact union and/or company officials and request permission for your class or student organization to observe the committee in action or tour a work site.

Description

1. Guided by a safety committee representative, class or organization members tour a plant or job-site areas in which safety improvements have been made.
2. If it is possible to do so without revealing confidential production or marketing information, secure permission for students to photograph work areas which have ideal safety conditions.
3. Post photographs in your vocational class, lab, or shop.

PARTNERS IN EDUCATION AND TRAINING

Goal: To inform students about education and training opportunities promoted by labor

Objectives: 1.0 To acquaint students with labor's support of vocational education and union sponsorship of opportunities for further job-skills training

2.0 To create student awareness of apprenticeship opportunities

Summary of Suggested Activities*

1.1 Conduct a class research project on the needs for upgrading and retraining workers in your occupational area. This activity is appropriate for trade background or job-search portions of any vocational curriculum

2.1 Conduct apprenticeship awareness projects. This activity is appropriate for any curriculum related to an apprenticeship occupation.

2.2 Seek Joint Apprenticeship Committee (JAC) assistance in preparing job interview contests. This activity is recommended for student organizations that participate in job interview contests.

* A more detailed description of each activity follows

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Activity 1.1: Research Project on Upgrading and Retraining Workers

Purpose

To acquaint students with the job-upgrading and retraining needs of workers and union-sponsored training programs

Preparation

1. Contact a regional office of the AFL-CIO Human Resource Development Institute (HRDI) to obtain information about retraining programs in your area of the country. Call the national HRDI office at (202) 637-5000 for further information. Ask the HRDI office for photographs, case studies and other information to share with students.

2. Gather news articles and photographs relating to stories about dislocated workers and job-training programs.

Description

1. Post photographs and articles on the bulletin board in the lab or shop. Circulate longer brochures and articles among students.

2. Share information with students about job placement and retraining programs offered by Human Resources Development Institute (HRDI).

Activity 2.1: Apprenticeship Awareness

Purpose

To provide students with information about training and employment opportunities through apprenticeship programs

Preparation

1. Contact your state's Bureau of Apprenticeship and Training office for information on apprenticeship programs. (See list of offices in the Overview Section of this publication).

2. Contact local Joint Apprenticeship Committee (JAC) representatives in your curriculum area. The Yellow Pages of the local telephone directory should list JAC offices. Request printed materials about apprenticeship opportunities in your area.

3. If possible, obtain apprenticeship applications for your occupational area.

Description

1. In your classroom, display awareness materials such as the following:

   - Apprenticeship programs descriptions;
   - Notices of time slots when JACs will accept apprenticeship applications;
   - Photographs of apprentices participating in training, skill contests, and so on.

2. Provide students with opportunities to practice job application skills by completing an apprenticeship application.

Activity 2.2: Joint Apprenticeship Committee Involvement

Purpose

To provide teachers and students with a resource that will increase their awareness of apprenticeship training

Preparation

Contact a local Joint Apprenticeship Committee (JAC) and request assistance in helping your student organization members prepare for job interviews and related contests.

Description

1. If your student organization sponsors a job interview contest, invite JAC representatives to help students prepare by conducting mock interviews and by observing and critiquing your preparation activities.

2. Option: In order to help prepare students for job-skill contests, arrange field trips for your students to observe occupationally-related apprenticeship skill competitions. (Note: Some of these activities may take place during the summer.)

PARTNERS IN PUBLIC SERVICE: ORGANIZED LABOR AND COMMUNITY LIFE

Goal: To inform students about labor's diverse contributions to community service

Objectives: 1.0 To inform students about unions' community service products and activities
2.0 To involve students in community service projects

Summary of Suggested Activities*

1.1 Lead students in a discussion of community service projects as a feature of both vocational programs and union activities. This activity is suitable for any program which sponsors volunteer activities in the community.

2.1 Conduct a volunteer lab/shop activity as a community service project. This activity is appropriate to any vocational area or student organization.

* A more detailed description of each activity follows.

Activity 1.1: Discuss Community Service Projects

Purpose

To increase student awareness of the diverse community services sponsored by local and national unions

Preparation

For additional background information, contact your local United Way. Ask to speak with the labor representative. Another source of information is through AFL-CIO's 12 regional offices. See the list below.

AFL-CIO Regional Offices

Region I (Illinois, Indiana, Michigan, Wisconsin)
9914 Derby Lane, First Floor, Westchester, Illinois 60153

Region II (Arkansas, Kansas, Missouri, Oklahoma)
1535 South Memorial, Suite 121, Tulsa, Oklahoma 74112

Region III (Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia)
2701 W. Patapsco Avenue, Baltimore, Maryland 21230

Region IV (Louisiana, Mississippi, Texas)
55 Interstate 35 North, Suite 100, Austin, Texas 78702

Region V (Alabama, Florida, Georgia, North Carolina, South Carolina)
1003 Virginia Avenue, Suite 310-A, Atlanta, Georgia 30354

Region VI (California, Hawaii, Nevada)
417 Montgomery Street, Suite 310, San Francisco, California 94104

Region VII (New Jersey, New York, Puerto Rico, U.S. Virgin Islands)
211 East 43rd Street (15th Floor) New York, New York 10017

Region VIII (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
6 Beacon Street, Suite 500, Boston, Massachusetts 02108

Region IX (Alaska, Idaho, Montana, Oregon, Washington)
201 Elliott Avenue West, Suite 510, Seattle, Washington 98119

Region X (Kentucky, Ohio, Tennessee)
Suite 224B Executive Park, Louisville, Kentucky 40207

Region XI (Arizona, Colorado, New Mexico, Utah, Wyoming)
1313 Tremont Place, Suite 260, Denver, Colorado 80204

Region XII (Iowa, Minnesota, Nebraska, North Dakota, South Dakota)
4445 West 77th Street, Suite 121, Edina, Minnesota 55435

Description

While planning a volunteer service project in your vocational area, highlight similar types of activities that unions are sponsoring. This may help generate ideas for your own projects. For example, if you are teaching in the construction trades area, point out the volunteer activities of Roofers' union locals in re-roofing community organization buildings. On a smaller scale, students may want to perform some similar community services in conjunction with union locals.

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Activity 2.1: Community Service Project: Volunteer Lab/Shop Activity

Purpose

To introduce community service as a valuable component of the vocational program and to coordinate with union community service activities as an external resource

Preparation

None needed.

Description

1. Ask class members to participate in a brainstorming session about volunteer projects in which they use their occupational skills to benefit others. Projects could produce items (for example, home economics students might choose to help disadvantaged children by making clothing to distribute through a daycare center) or they could provide services (for example, auto shop students may choose to "adopt" a senior citizen home and provide basic car maintenance services at little or no cost). Students should also carefully consider the groups or individuals that they want to serve.

2. Invite an AFL-CIO Community Services representative to visit the class. Ask this person to help students develop plans for volunteer projects, including suggestions on how to deliver products or services most efficiently.

KEEPING THE TORCH AFLAME: LABOR'S STAND ON KEY NATIONAL ISSUES

Goal: To increase student awareness of political issues that affect the nation and ways in which individuals can make change

Objectives:
1.0 To develop students' skills in monitoring and promoting employment-related legislation
2.0 To help students identify economic factors that affect the job market

Summary of Suggested Activities*

1.1 Follow the progress of legislation that affects workers in your occupational area. This activity is recommended for all vocational program units.

2.1 Discuss effects of foreign trade on (a) goods students own and (b) jobs in the United States. This activity is recommended for Consumer Economics, Business/Office Education and occupational areas in which foreign trade affects employment.

2.2 Expose students to the factors involved in making decisions about ordering school shop equipment. These factors include price, quality, and country of origin. This activity is recommended for portions of any curriculum where students receive an orientation to the shop.

* A more detailed description of each activity follows.

Activity 1.1: Legislative "Watchdog" Project

Purpose

To help students learn how to monitor legislation and understand how it relates to their future work lives

Preparation

1. Contact your local central labor body or State AFL-CIO affiliate. Request information and news releases about proposed legislation that affects labor.
2. With the aid of these union groups, identify a bill that affects industries in which your graduates will work.
3. Call your state representative's office to obtain a copy of the bill and information on its status.
4. Review the proposed bill.
5. Prepare summaries listing the main points of the bill. Include names and phone numbers of the bill's sponsors or committees which are handling it.

Description

1. Distribute the summaries.
2. Invite students to identify the "pros" and "cons" of the bill.
3. Suggest a variety of ways in which students can express their opinions to legislators considering the bill. Ways include the following:
   - Writing individual letters to your Senator or Congressional representative
   - Sending a letter from the entire class (if there is consensus on the issue) to representatives
   - Telephoning a call-in radio or TV show that deals with the bill or related topics
   - Visiting a legislative committee hearing and presenting testimony on the bill
4. Option: Invite a union legislative official to assist students in preparing their testimony clearly and persuasively.
5. Option: Use this activity as a student organization project rather than as part of regular classroom instruction.

Activity 2.1: The Effects of Foreign Trade

Purpose

To enhance students' awareness of a key political issue that affects jobs, wages, and employment

Preparation

Ask the students to bring a favorite item they own to class. Specify the suitability of such items as personal stereos, clothing, power tools, or musical instruments.

Description

1. Have students display the items and ask each person to identify reasons why they bought the particular items with regard to style, quality, price, and so on.

2. Ask students to identify the products that are imported and those manufactured in this country. Determine if the "country of origin" played a role in their choice of the items and, if so, what were the determining factors. Factors and related questions follow:

   - If *price* is reported as a key consideration, you might raise these questions: "What will happen to American workers in the _____ industry if everyone buys foreign-made goods?" "How much extra would you have paid to buy an American-made product of similar type and style?" "Why does the foreign item cost less?" The last question likely will lead a discussion of wage levels and working conditions in foreign countries as well as a discussion of exploitation of workers in many parts of the world.
   - If *quality* is the prime consideration, you might ask, "What can American industries and workers do to increase the quality of products?"

3. Use this discussion as an opportunity to explain the union label program.

Activity 2.2: Examine Equipment Purchase Decisions

Purpose

To increase the students' awareness of the extent of market competition between American and foreign goods.

Preparation

Review your files for paperwork on any major equipment or tool purchases for the lab or shop during the last year. Select an item that either was foreign-made or was produced in a foreign-made "substitute" model.

Description

1. Point out the item you have selected as an example of the market competition between foreign and domestic goods.

2. If the item is foreign-made, or if you considered buying a foreign-made version, note that fact and explain the features that made the foreign- produced object appealing.

3. Discuss the growing foreign competition among businesses that manufacture tools and equipment for use in your occupational area.

QUIZZES

INTRODUCTION TO LABOR UNIONS

1. Why have workers organized unions?

   _____ a. Because they are required by law.
   _____ b. Because company management suggests that they do.
   _____ c. Because joining a union is a good way to meet people and enjoy social events.
   _____ d. Because unions improve job security, working conditions, compensation, and other aspects of worklife.

2. When did labor unions get their start in America?

   _____ a. Before 1800.
   _____ b. After the Industrial Revolution.
   _____ c. After the Civil War.
   _____ d. Around 1900.

3. How did the Wagner Act (National Labor Relations Act) of 1935 support the continued growth of unions?

   _____ a. It established a national minimum wage.
   _____ b. It protected workers' rights to join unions and bargain with employers.
   _____ c. It provided compensation for workers injured on the job.
   _____ d. It provided unemployment benefits for the first time.

4. What improvements are unions seeking for their members?

   _____ a. Greater job security.
   _____ b. Better working conditions.
   _____ c. Improvements in compensation and benefits.
   _____ d. All of the above.

5. Why should vocational/technical students learn about unions?

   _____ a. Because this topic is in the curriculum plan for vocational education.
   _____ b. Because students often take jobs in industries where there are unions.
   _____ c. Because many of their parents belong to unions.
   _____ d. All of the above.

Answer Key: 1. d; 2. a; 3. b; 4. d; 5. b.

WHO IS LABOR IN AMERICA?

1. Which of the following statements about white-collar union members is true?

   ____ a. The majority of union members are "white-collar" or "service workers."
   ____ b. White-collar workers are a small minority of all union members.
   ____ c. White-collar workers are not eligible to join unions.
   ____ d. White-collar union members come only from the manufacturing and construction industries.

2. In recent years, which employer categories have seen the greatest growth in union membership?

   ____ a. Manufacturing.
   ____ b. Construction.
   ____ c. Government and service-related industries.
   ____ d. Retailing.

3. Which level of union organization has the most day-to-day contact with workers at particular job sites?

   ____ a. The local union.
   ____ b. The city central body.
   ____ c. The international union.
   ____ d. The AFL-CIO.

4. Which of the following best describes the main activities of national/international level unions?

   ____ a. They select local union officers.
   ____ b. They assist local unions with organizing, collective bargaining, and other services.
   ____ c. They endorse local political candidates.
   ____ d. They manage the funds of local unions.

5. Which of the following best describes the AFL-CIO?

   ____ a. AFL-CIO selects the leaders of the international unions.
   ____ b. AFL-CIO selects the leaders of local unions.
   ____ c. AFL-CIO is a federation that unions join voluntarily just like countries join the United Nations.
   ____ d. AFL-CIO bargains collectively with major employers.

Answer Key: 1. a; 2. c; 3. a; 4. b; 5. c.

KEY CONCEPTS IN COLLECTIVE BARGAINING

Match the terms in the left column with the definitions in the right column. Write the letter for the matching definition in the blank space.

Terms	Definitions
_____ 1. collective bargaining	a. negotiations between an employer or group of employers and a labor union
_____ 2. authorization card	b. a legal agreement that binds labor and management
_____ 3. bargaining unit	c. document signed by workers who want a union to represent them
_____ 4. contract	d. government agency which supervises union elections
_____ 5. grievance clause	e. the group of employees who are represented by a union
_____ 6. National Labor Relations Board	

Answer Key: 1. a; 2. c; 3. e; 4. b; 5. f; 6. d.

PROTECTING WORKERS' RIGHTS

Match the terms in the left column with the definitions in the right column. Write the letter for the matching definition in the blank space.

Terms	Definitions
_____ 1. grievance	a. payments to workers who have received job-related injuries or diseases
_____ 2. Occupational Safety and Health Administration (OSHA)	b. program providing retirement and other benefits
_____ 3. Fair Labor Standards Act	c. agency which investigates employment discrimination
_____ 4. workers' compensation	d. a complaint handled through steps established in the contract
_____ 5. Equal Employment Opportunity Commission (EEOC)	e. agency which investigates safety and health hazards violations
_____ 6. Social Security	

Answer Key: 1. d; 2. f; 3. e; 4. a; 5. c; 6. b.

PARTNERS IN EDUCATION AND TRAINING

1. Which statement best describes the role of unions in establishing free public education?

   _____ a. Unions were neutral on the issue of free public education.
   _____ b. Unions favored private schools.
   _____ c. Unions strongly promoted free public schools.
   _____ d. Unions wanted to establish schools in the factories.

2. What kind of a school program have unions favored?

   _____ a. A program focused on the classics of literature and Greek and Latin.
   _____ b. A program that includes academic and vocational instruction.
   _____ c. A program devoted solely to vocational/technical education.
   _____ d. A program that emphasizes the "3 Rs."

3. Which of the following statements about apprenticeship are true?

   _____ a. Persons completing apprenticeships can earn more than some college graduates.
   _____ b. It is easy to get into apprenticeship programs.
   _____ c. Apprenticeship uses both classroom instruction and on-the-job training.
   _____ d. Both a. and c. above are true.

4. What is the name of the local organization which offer sponsors an apprenticeship program?

   _____ a. Joint Apprenticeship Committee.
   _____ b. Grievance committee.
   _____ c. City central body.
   _____ d. Trades training committee.

5. How do unions help people who want to go to college?

   _____ a. By providing tutors.
   _____ b. By co-sponsoring the SAT test.
   _____ c. By operating apprenticeship programs.
   _____ d. By sponsoring union scholarships that assist thousands of students.

Answer Key: 1. c; 2. b; 3. d; 4. a; 5. d.

PARTNERS IN PUBLIC SERVICE

1. What has been the role of unions in community service activites?

   ____ a. Unions are not very involved in such activities.
   ____ b. Unions make financial donations only.
   ____ c. Unions prefer to concentrate on workers' jobs instead of community service.
   ____ d. Unions contribute time, money, and staff to actively support community projects.

2. What is the job of the union Community Services Liaison staff?

   ____ a. To coordinate local involvement in community service projects.
   ____ b. To conduct fund-raising projects for local charities.
   ____ c. To organize unions in social services agencies.
   ____ d. To increase wages and benefits of social workers.

3. What is the function of the Union Counseling Program?

   ____ a. To counsel people about whether they should join a union.
   ____ b. To advise company management on how to get along with unions.
   ____ c. To train union members as volunteer counselors who assist persons with various types of financial and personal problems or refer them to experts who can best assist them.
   ____ d. To process grievances.

4. What types of services are unions beginning to offer that will assist consumers?

   ____ a. Entertaining television commercials.
   ____ b. Lotteries and sweepstakes offers.
   ____ c. Coupons for rebates on union-made products.
   ____ d. Special credit cards and legal service plans.

5. What is the name of AFL-CIO's program to provide retraining and job placement for workers who have lost jobs through plant closings?

   ____ a. Committee on Political Education (COPE).
   ____ b. Human Resource Development Institute (HRDI).
   ____ c. Union Label Department.
   ____ d. Industrial Union Department (IUD).

Answer Key: 1. d; 2. a; 3. c; 4. d; 5. b.

KEEPING THE TORCH AFLAME

Match the terms in the left column with the definitions in the right column. Write the letter for the matching definition in the blank space.

Terms	Definitions
_____ 1. COPE	a. viewpoint that says goods and services should be imported and exported without restrictions such as tariffs and quotas.
_____ 2. social legislation	b. laws which help society by alleviating human problems
_____ 3. free trade	c. organization which promotes minority labor union participation
_____ 4. fair trade	d. viewpoint that says some restrictions on imports may be needed because of action taken by other nations
_____ 5. A. Philip Randolph Institute	e. AFL-CIO's project to educate voters and increase voter registration

Answer Key: 1. e; 2. b; 3. a; 4. d; 5. c.

RESOURCES

RESOURCES

Labor Studies/Curriculum Guides

MATERIAL: *How Schools Are Teaching About Labor: A Collection of Guidelines and Lesson Plans.* Washington, DC: AFL-CIO, nd.

SOURCE: AFL-CIO Department of Education, 815 16th Street, N.W., Washington, DC 20006.

MAJOR TOPICS OF STUDY: This collection of instructional materials includes units suitable for integration into social studies and literature curriculum at both the secondary and elementary levels. Lesson plans and teacher guidelines from successful programs around the country have been included.

MATERIAL: *Labor in the Schools: How to Do It!* Washington, DC: AFL-CIO, 1986.

SOURCE: AFL-CIO Department of Education, 815 16th Street, N.W., Washington, DC 20006.

MAJOR TOPICS OF STUDY: Although designed primarily for union organizations such as state and city central labor bodies, this guide has much valuable material for school personnel. It includes a complete kit of introductory materials that AFL-CIO has assembled for persons wishing to start labor studies programs.

SUPPLEMENTARY INFORMATION: In addition to sample lesson plans and background reference materials, the publication includes student guides produced by several national and international unions. Another useful section contains descriptions of successful labor-in-the-schools programs sponsored by state AFL-CIO affiliates and local unions. The document concludes with reprints of several journal articles on teaching labor studies.

MATERIAL: *Teacher Kit*

SOURCE: AFL-CIO Pamphlet Division, 815 16th Street, N.W., Washington, DC 20006

MAJOR TOPICS OF STUDY: This is a set of basic materials for introducing labor studies concepts. It includes useful pamphlets and *A Short History of American Labor* (described in this section).

MATERIAL: *Labor Studies Catalog.* Culver City, CA: Social Studies School Services, n.d.

SOURCE: Social Studies School Service, 10,000 Culver Boulevard, Dept. M3, P.O. Box 802, Culver City, California 90230. (800) 421-4246

SUPPLEMENTARY MATERIALS: This catalog lists student materials, books, games, audiovisuals and other materials designed for secondary school audiences. Topics include union organization, history, women at work, labor literature (fiction). Social Studies School Service has selected these items from many publishers.

MATERIAL: *Teacher Manual for Working for Wages: Curriculum Kit.* Minneapolis: MN Council on Quality Education, n.d.

SOURCE: Limited quantities available from Minneapolis Federation of Teachers, 1300 Plymouth Avenue, Minneapolis, Minnesota 55411

MAJOR TOPICS OF STUDY: The content outline includes the following: vocational choices, roles of workers and management, improving working conditions through unions, size and structure of unions, relevant Federal and State labor laws, labor history in the U.S. and Minnesota, and organized labor today. Other topics include the role of unions in political and social activities.

ADDITIONAL ISSUES AND ACTIVITIES: An "On the Job" supplement includes information on union locals, AFL-CIO organization, wage and hour laws, health and safety, workers compensation, unemployment insurance, social security, and discrimination.

A "Short History" supplement includes information on unions today, women in the labor movement, minorities in the labor movement, political and social action, organized labor and the economy, and labor in Minnesota.

SUPPLEMENTARY INFORMATION: The manual includes 23 lesson plans, teacher background information, numerous assignment sheets, handouts, tests, and a speaker's guide.

There are three supplementary booklets:

- "Help Wanted: A Student Manual for Use in Selecting an Occupation"
- "On the Job: How to Deal with the Boss, Unions, and Labor Law"—includes review questions, discussion questions, terms, and definitions
- ". . . For a Living Wage and an Eight Hour Day!: A Short History of Organized Labor in Minnesota and the Nation"—includes review questions, discussion questions, terms, and definitions

MATERIAL: *American Labor Studies: Course Outline.* Youngstown, NY: Lewiston-Porter Senior High School, n.d.

SOURCE: Lewiston-Porter Senior High School, Youngstown, New York 14174

MAJOR TOPICS OF STUDY: This 10-week elective consists of 10 units: 40 lessons and 4 optional lessons. The first six units deal with labor history in the following manner: the colonial period, the new nation, the beginning of modern unionism, the struggles of the early 20th century, the Depression and war years, and the modern labor movement. Unit 7 deals with the structure and organization of the American labor movement; unit 8 with labor law; unit 9 with the activities of labor (e.g., legislation, lobbying, political action, boycotts, organizing, collective bargaining, research, civil and human rights, education and training, the union label, and international activities). Unit 10 deals with such issues as the right to strike, reverse discrimination, the sub-minimum wage, "right-to-work" laws, occupational health and safety, job security, minorities, women, industrial democracy, unions and intellectuals, and unemployment.

ADDITIONAL ISSUES AND ACTIVITIES: The optional lessons deal with labor songs and folklore, the labor press, careers in labor, and an independent study project.

MATERIAL: *A Resource Guide and Annotated Bibliography on Labor Studies for Students and Teachers in the State of Washington.* Olympia, WA: Office of the Superintendent of Public Instruction, 1983.

SOURCE: Washington State Department of Public Instruction, Old Capitol Building, Olympia, Washington 98504

MAJOR TOPICS OF STUDY: For the most part, the focus is on labor history; however, such topics as minorities, women, economic and labor relations, and migrant workers are included. Materials pertinent to the State of Washington are also included.

ADDITIONAL ISSUES AND ACTIVITIES: Some of the major issues touched upon in commentaries are as follows: union conspiracy cases, the Wagner Act, the Taft-Hartley Act, unions and minorities, union shops, "right-to-work," and attitudes towards unions.

SUPPLEMENTARY INFORMATION: An introductory list of 63 ideas is presented for the teaching of labor studies. The primary materials deal with study units and an extensive bibliography. Other items deal with pamphlets, government documents, labor magazines and newspapers, literature/fiction, simulation/games, songs, audiovisual aids, and films. A detailed chronology of important dates is presented, as well as 23 commentaries to supplement American history textbooks.

MATERIAL: *Working in America, Part I, Materials for Using American Issues Forum in the American History Classroom.* Albany: New York State Education Department, Bureau of General Education Curriculum Development, 1976.

SOURCE: New York State Education Department, Albany, New York 12234

MAJOR TOPICS OF STUDY: The topics include treatment of laborers, working conditions, upward mobility, worker attitudes, alienation, and success factors. The guide also explores the American work ethic through presentation of an extensive teacher background section.

SUPPLEMENTARY INFORMATION: Eight class exercises and 50 ideas for additional activities are included. Learning activities include reading and writing assignments, class discussion, hypothesis formulation, panels art work, role playing, character research, and attitude measurement. The list of 50 ideas suggests community interviews, novel reviewing, a cartoon club, a labor history center, and a profile of local labor beliefs.

MATERIAL: *"The Story of Labor in American History—A Resource Unit for Senior High School American History."* Minneapolis: Minneapolis Public Schools, n.d.

SOURCE: Minneapolis School District, 807 Broadway Street, NE, Minneapolis, Minnesota 55413

MAJOR TOPICS OF STUDY: The four subunits are Initiatory Activities, Tale of Three Unions, Labor Today and Tomorrow, and an Assessment Section. Eight initiatory activities include assessing students' knowledge of American labor, gaining general background information on the role of unions and labor-management relations, and investigating labor negotiations and ethics. Other specific topics include the history of American labor unions, labor laws, structure of organized labor, collective bargaining grievances, and arbitration.

ADDITIONAL ISSUES AND ACTIVITIES: Nine substantive issues/questions are presented on the following topics: claims against employers, techniques to change employers' policies, public interest, legal restrictions, role of government, economic and social condition, future roles, changing conditions that hinder labor's growth, and labor's role in the economic system.

SUPPLEMENTARY INFORMATION: Two pretest surveys are presented, as well as questions on collective bargaining and work stoppages. Background readings and teacher materials also are included.

MATERIAL: *A Short History of American Labor. Washington, DC: AFL-CIO, 1981.*

SOURCE: AFL-CIO Pamphlet Division, 815 16th Street, N.W., Washington, DC 20006

MAJOR TOPICS OF STUDY: Presents a comprehensive yet concise account of American labor history from 1607 to 1981. Discusses key events, legislation, and their implications. See next listing.

MATERIAL: *Lesson Guide: A Short History of American Labor.* Washington, DC: AFL-CIO Department of Education, n.d.

SOURCE: AFL-CIO Pamphlet Divison, 815 16th Street, N.W., Washington, DC 20006

MAJOR TOPICS OF STUDY: The guide includes a number of learning objectives that teachers can use with their students. The major focus is on key concepts (e.g., organizing, bargaining, conflict, and jurisdiction); key terms (e.g., collective bargaining, grievance, arbitration, representation election, strikes, apprentice system, injunction, secondary boycott, open shop, strike breaking, and industrial and craft unions); key people (e.g., Gompers, Debs, Perkins, Green, Roosevelt, Wagner, Lewis, Murray, Reuther, Meany, Randolph, and Kirkland); key events (e.g., the Haymarket riot, Homestead strike, Pullman strike, the Triangle Shirtwaist fire, the steel strike of 1919, and the AFL-CIO merger); and key legislation (e.g., Wagner Act, Taft-Hartley, Landrum-Griffin, and the Occupational Safety and Health Act of 1970).

MATERIAL: *Organized Labor: Source Materials for the Study of Labor in America.* New York: United Federation of Teachers, 1976.

SOURCE: United Federation of Teachers, 260 Park Avenue, South, New York, New York 10010

MAJOR TOPICS OF STUDY: The four major sections deal with the growth of organized labor, the structure of organized labor, organized labor and politics, and organized labor and technological change. Forty-six major documents are presented in the four sections. The first focuses primarily on labor history. The documents in Section 2 focus on such topics as the structure of and unions in the AFL-CIO, the structure of a local union, union statistics, a union constitution, collective bargaining, labor legislation, and public employee unionism. Section 3 includes items on political action and the Committee on Public Education (COPE). Section 4 includes items on a union sharing plan and new directions in organized labor.

SUPPLEMENTARY INFORMATION: An extensive glossary of terms is included, as well as five posters.

MATERIAL: *Organizing: The Road to Dignity*. Washington, DC: United Food and Commercial Workers Union, 1984.

SOURCE: United Food and Commercial Workers Union, 1775 K Street, NW, Washington, DC 20006

MAJOR TOPICS OF STUDY: The student guide focuses on a brief history of organized labor in the United States and labor laws—why we have them (e.g., wages, hours, and conditions of work). The teacher's guide presents a fact sheet on organizing that includes such topics as beginning of a campaign, union authorization cards, union elections, collective bargaining, and contract ratification.

SUPPLEMENTARY INFORMATION: In the student guide, six questions on wage and hour laws are provided as well as a "labor lexicon." In the teacher's guide, an explanation is given on how to use the materials. A videotape on the topics is provided as well as a sample authorization (sign-up) card, a wage and hours brochure, and a poster. Four sample lesson plans also are provided plus a "teacher evaluation form."

MATERIAL: *Materials for Using American Issues Forum in the American History Classroom. Topic V: Working in America*. A three-part document. Albany: New York State Education Department, Bureau of General Education Curriculum Development, 1976.

SOURCE: New York State Education Department, Albany, New York 12234

MAJOR TOPICS OF STUDY: The topics in part 1 deal primarily with historical events, concepts of the American Work ethic, laborers in early America, working conditions in mills, upward mobility, Andrew Carnegie, the worker's view of the world of work, worker alienation and job enrichment, and attitudes toward work. The topics in part 2 also deal primarily with labor history, organization of the labor force from the past to the present, plus specific events: the railroad strike of 1977, the movement toward the 8-hour day and 5-day week, the Knights of Labor, labor songs, the National Labor Relations Act, views of the future of organized labor, and attitudes toward labor. The topics in part 3 include background information on the welfare state, minority employment, the freedom budget, and views on the effects of increased leisure time on labor.

SUPPLEMENTARY INFORMATION: Part 1 includes a "grab bag" of 50 ideas for teaching labor studies and a list of simulation games. Each part includes numerous questions for discussion, classroom exercises, various forms, and relevant photographs.

MATERIAL: Cole, Paul F. *American Labor Studies: A Curriculum Guide for Teachers*. Albany: New York State AFL-CIO; and Ithaca: New York State School of Industrial and Labor Relations, Cornell University, n.d.

SOURCE: New York State AFL-CIO, 451 Park Avenue, South, New York, New York 10016

MAJOR TOPICS OF STUDY: The major focuses are on labor history (6 units) and structure, activities, and issues (five units). The six historical units are divided chronologically: 1600-1776, 1776-1850, 1860-1886, 1886-1929, 1929-1945, and 1945 to the present. The latter section includes problems, progress, and prospects. The second part focuses on the following topics: the structure and organization of the American labor movement,

labor law, the goals and activities of the labor movement, future labor issues and answers, and optional lessons. (A total of 41 lessons are presented in the guide.)

ADDITIONAL ISSUES AND ACTIVITIES: Among the activities discussed are the following: legislation and lobbying, political action, boycotts, organizing, collective bargaining, research, civil and American rights, education and training, the union label, and international affairs. In addition, the following issues are examined: the right to strike, reverse discrimination, the subminimum wage, "right-to-work" laws, occupational health and safety, job security, industrial democracy, unemployment, and the impact of technological change.

SUPPLEMENTARY INFORMATION: Each lesson includes optional and/or supplemental activities. The last unit (optional lessons) deals with labor songs and folklore, the labor press, labor biographies, and careers in labor.

MATERIAL: *Working in America.* Washington, DC: American Federation of Teachers, n.d.

SOURCE: American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001

MAJOR TOPICS OF STUDY: The materials are organized around five posters, each containing detailed background information. The items are as follows: (1) Building a Nation, focusing on the need for labor unions early in American history; (2) Facing the Industrial Giants, focusing on labor history during the late 1800s and early 1900s; (3) Organizing the Unorganized, dealing with issues of the early 1900s (e.g., child labor, immigrant workers, attacks on unions); (4) Protecting the Union, stressing the struggles of labor in the 1930s and 1940s; (5) Uniting for Strength, concentrating on bargaining in the post-war years, the AFL-CIO, new frontiers in organizing, and labor's future.

SUPPLEMENTARY INFORMATION: Poster 1 includes an extensive glossary of terms; poster 2 includes an annotated bibliography; poster 3 includes an annotated list of films; poster 4 includes additional films; poster 5 includes a list of books dealing with the worker in literature. The posters themselves include an array of photographs tracing the history of the American labor movement.

MATERIAL: *American Heritage: A Legacy of Labor.* Ithaca: New York State School of Industrial and Labor Relations, Cornell University; and Albany: New York State United Teachers, 1982.

SOURCE: New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14853 and the New York State United Teachers, Albany, New York 12212

MAJOR TOPICS OF STUDY: In addition to resource materials for use at the primary grades, upper elementary grades, the middle school, and in career education programs, the packet of modules includes a teaching resource, "Integration of Labor Studies and Labor Relations into the Business Dynamics Curriculum." The decision making/problem solving module includes the following topics: types of conflict, stages of conflict, preventing conflict, the grievance procedure, arbitration, contract negotiations, and strikes. The module on the economics of work includes the topic of labor unions. The resource dealing with integrating labor studies into the business law curriculum includes the fol-

lowing topics: contracts, regulation of employment, working conditions, labor-management relations, collective bargaining, problems with existing contracts (grievance procedures, arbitration, discipline, etc.), public attitudes toward unions, and court decisions regarding unions.

SUPPLEMENTARY INFORMATION: Additional information is provided on the structure of the AFL-CIO, sample forms for filing a grievance, a sample National Labor Relations Board secret ballot, and a fictitious collective bargaining agreement. Discussion questions and topics for independent study are also included.

MATERIAL: *"Teaching About Labor." VICA: Professional Edition* 19, 3 (September 1984): 12-14.

SOURCE: Vocational Industrial Clubs of America, P.O. Box 3000, Leesburg, Virginia 22075

MAJOR TOPICS OF STUDY: Several assessment tools are reprinted, including a 20-item pretest survey on unions, a 32-item true/false inventory on organized labor, and a 9-point guide for discussion questions on labor. (The summer 1984 issue of the newspaper VICA also includes an article on American labor history: "Unions: They're Big, Controversial, and Changed the Ways We Work and Live.")

MATERIAL: *"Unions—They're Big, Controversial, and Changed the Ways we Work and Live." VICA,* Summer 1984.

SOURCE: Vocational Industrial Clubs of America, P.O. Box 3000, Leesburg, Virginia 22075

MAJOR TOPICS OF STUDY: Outlines the history of the rise of unions and the impact of unions on working conditions. A useful summary for students.

Films and Videotapes

The following catalogs/lists of audiovisuals are available from the AFL-CIO Education Department, 815 Sixteenth Street, N.W., Washington, DC 20006.

Films and Videotapes for Labor, 1987

Spanish Language Films on Labor Issues

Some suggested resources listed in the above catalogues are the following:

- *The Inheritance*

  Produced by the Amalgamated Clothing Workers of America.
  55 minutes. 1964. Rental $10.

  With a sweeping look at the 20th century, this film traces the long, bitter struggle of workers against economic exploitation. It portrays the mass demonstrations, picketing, sit-ins, the violence and death which occurred before the conflict was resolved in the legislative halls and across the bargaining table. Following the theme that "freedom is a hard-won thing and every generation's got to win it again," the film ends with scenes from the March on Washington, a new chapter in man's recurrent struggle for liberty and justice.

- *Voices of a Union*

  Produced by the Bakery, Confectionery and Tobacco Workers International Union.
  20 minutes. 1982. Rental $5.

  This film presents a colorful profile of a union showing the many kinds of work union members do and the various services that the union performs for its membership. The film can be used in schools to give students information on the world of work and the role the union plays in representing its members through grievance procedure, bargaining, education, and other activities.

- *Like a Beautiful Child*

  Produced by District 1199, Retail, Wholesale and Department Store Union, AFL-CIO.
  26 minutes. 1967. Rental $5.

  "Once I got involved in the union, I learned one simple thing. Myself plus others means much more than myself alone . . .and when one is strong, hundreds strong, we're mountains tall over anybody else." In this documentary film, hospital workers in New York City tell of their struggle to organize and improve wages that were less than welfare checks. What their union means to them in terms of dignity, self-respect and hope is clearly expressed as they talk about their work and how they were treated before the union was formed.

- *Organizing: The Road to Dignity*

  Produced by United Food and Commercial Workers Union.
  40 minutes. 1984. Rental $5.
  Available on ¾" U-Matic and ½" VHS.

The law guarantees workers the right to organize and be represented by a union in collective bargaining with their employer. But how does the organizing procedure take place and why? This videotape describes the beginning of an organizing drive with union advocates trying to persuade other workers to join the union, followed by the signing of cards and the election, and finally bargaining for a contract. This is an excellent program for use in the schools to build a better understanding of unions.

- *Nine to Five*

  Produced by WNET.
  28 minutes. 1976. Rental $5.

  Women secretaries and clerical workers talk about their desire for the respect due them as skilled workers. They recognize that only through unionization will they achieve the wages, dignity and working conditions that industrial workers have achieved through organization. In this TV documentary they talk about the need to organize and their resentment and being categorized as coffee-makers, housekeepers, and errand- runners. This film can be useful in organizing. It can also be used in discussions of the economic and social status of women in our society.

- *OSHA*

  Produced by the U.S. Department of labor.
  25 minutes. 1981. Rental $5.

  One out of every four workers is exposed to known health hazards, and one-third of all cancers are work-related. This film tells workers how OSHA was set up to stem the tide of disease, injury and death and what their rights are under the law. It explains how NIOSH conducts tests, how standards are set, how OSHA inspectors come into the workplace to interview workers and investigate complaints. Workers talk about specific health hazards in textile mills and foundries, and how their plants were forced to comply with the law.

- *Nothing but the Truth*

  Produced by the Ohio State University Labor Education Service.
  25 minutes. 1978. Rental $5.

  This film will help workers and union representatives win cases before the Occupational Safety and Health Review Commission. Based on an actual case in a plant where a worker was killed through company negligence, this film clearly illustrates how to prepare for a review commission hearing.

- *Serpent Fruits*

  Produced by the Environmental Protection Agency.
  30 minutes. 1979. Rental $5.

  A vast number of deaths and illnesses are caused by toxic chemicals which people are unknowingly exposed to on the job and in the community. This film documents three case histories of the disastrous effect of toxic chemicals: a woman whose mother took DES during pregnancy and at 21 is stricken with cervical cancer; a woman in a plant manufacturing PPBs who becomes too weak to stand up; and a woman who has had three miscarriages, each of which followed the herbicide spraying of woods near her home.

- *New Technology: Whose Progress?*

  Produced by Education Media.
  35 minutes. 1981. Rental $5.

  Will the new technology mean more leisure and a better life for most workers or will it result in more unemployment and reduced skills with workers being merely an appendage to the machine? Who will control this new force? This new British documentary looks at the new technology now used in some offices and factories. Comments on its implications are made by trade unionists, journalists, and politicians.

- *The Apprentice*

  Produced by the U.S. Department of Labor.
  30 minutes. 1978. Rental $5.

  What is an apprenticeable occupation? How do you get to be an apprentice? This film defines the special relationship between the apprentice and the journeyman, the emphasis on quality and pride of craftsmanship and the rewards that result from this careful training. The film is particularly useful for young people seeking information about career possibilities.

- *The Sky's the Limit*

  Produced by the U.S. Department of Labor.
  30 minutes. 1978. Rental $5.

  Women are joining the ranks of apprentices in every craft from electrician to machinist and operating engineer. In this film women talk about why they are entering non-traditional jobs, the problems they encounter and the advantages resulting from this training.

- *Business of America*

  Produced by California Newsreel
  43 minutes. 1984. Rental $10.

  This documentary film presents a case history of corporate disinvestment in American industry and the shattered communities and desolate workers left behind when a plant closes. Although the film focuses on U.S. Steel and the closing of the historic Homestead plant, it could just as well have been any other industrial plant. The workers talk about their anger at a corporation that made millions of dollars in steel and failed to reinvest in modernizing plants. Instead we see how U.S. Steel invested in Marathon Oil, plastics, chemicals, high rises and hotels. Like other corporations, it follows high profits and short term gains at the expense of product development and the welfare of workers, communities and the nation. The film ends with some suggestions for alternative proposals to involve workers, create jobs and reindustrialize America.

- *America Works: Plant Closings*

  Produced by Labor Institute of Public Affairs.
  23 minutes. 1983. Rental $5.
  Available on 3/4" U-Matic.

An autoworker fights for plant closing legislation in Indiana. Professor Barry Bluestone, co-author of "Deindustrialization of America," debates the issue with Richard Rahn, Chief Economist at the U.S. Chamber of Commerce.

- *America Works: Services to the Unemployed*

  Produced by Labor Institute of Public Affairs.
  23 minutes. 1983. Rental $5.
  Available on 3/4" U-Matic.

  An out-of-work machinist organizes a merchant discount program for dislocated workers in Milwaukee. Voluntarism vs. government programs is the studio debate.

- *America Works: Industrial Policy*

  Produced by Labor Institute of Public Affairs.
  23 minutes. 1983. Rental $5.
  Available on 3/4" U-Matic.

  This special edition introduces the debate over a coordinated policy to maintain the U.S. industrial base and develop new jobs. Senator Edward Kennedy, AFL-CIO President Lane Kirkland and investment banker Felix Rohatyn are joined by economists and other political and corporate leaders to present the argument.

- *COPE: Good Work for Democracy*

  Produced by AFL-CIO Committee on Political Education.
  15 minutes. 1971. Rental $5.

  How many union members have asked you why unions are involved in politics? This film answers many questions that union members and the public often ask about labor's involvement in politics. Is COPE identified with a political party? How does it function? What are its goals? Historical background on labor's early involvement in politics through the Workingmen's parties is included along with a discussion of some current problems that can only be solved through political action.

- *How a Bill Becomes a Law*

  Produced by United Productions of America.
  18 minutes. 1970. Rental $5.

  The journey of a proposed new law through the legislative process is portrayed in this film by an animated character named "Bill." Bill has to work his way through the Congressional committee system, then through both houses and—after several narrow escapes—lands on the President's desk ready to be signed.

- *The Color of Justice*

  Produced by Rediscovery Productions.
  26 minutes. 1970. Rental $5.

  This film points up the major Supreme Court decisions which shaped the nation's racial attitudes. Opening with the Dred Scott decision, it moves through the 1954 desegregation decision and ends with the appointment of Thurgood Marshall to the U.S. Supreme Court.

Simulations

These activities can be used in conjunction with regular classroom instruction:

Negotiate!—A collective bargaining board game, available from Christine Mahoney, Box 23001, Lansing, Michigan 48909 (517) 393-8534

Strike—A board game similar to Monopoly, available from Social Studies School Service, 10,000 Culver Blvd., Dept. M3, P.O. Box 802, Culver City, CA 90230 (800) 421-4246

The Haymarket Case—A simulation of the 1886 incident involving labor and business and the rights of free speech. Item HSD2-M3, Social Studies School Service (address above)

Big Business—A simulation of business growth in the late 19th century in which students portray mine owners, railroad magnates, bankers and oil distributors. Item HSD10-M3, Social Studies School Service (address above)

Labor-Selected References*

Labor History

AFL-CIO Centennial Anthology: A Collection of Readings to Celebrate the 100th Anniversary of the American Labor Movement. Washington, 1981. 96 p.
Documents the aims and aspirations, the struggles, the setbacks, as well as the accomplishments, and the challenge of the future of the American labor movement.

Baxandall, Rosalyn, and others, eds. *America's Working Women: A Documentary History - 1600 to the Present.* New York: Random, 1976. 408 p.
Reveals the changing pattern of labor force participation and the sexual division of labor.

Brooks, Thomas R. *Toil and Trouble: A History of American Labor.* Rev. ed. New York: Dell, 1972.
Traces workers from the early journeymen cordwainers to about 1970.

Commons, John R., and others. *History of Labor in the United States.* Fairfield, N.J.: Augustus Kelley, 1974. Reprint of 1918 edition. 4 v.
A basic, seminal history of the American labor movement.

Dubofsky, Melvyn. *We Shall Be All, A History of the Industrial Workers of the World.* New York: Quadrangle, 1974.
A comprehensive history of the IWW up to its decline after 1919.

Foner, Philip. *History of the Labor Movement in the United States.* New York: International Publishers, v. 1-1947, v. 2-1955, v. 3-1964, v. 4-1965, v.5-1980.
Undertakes to present a new interpretation of the history of the labor movement in the U.S. based on manuscripts, newspapers, pamphlets and the existing monographic materials. Latest volume ends in 1915.

Goldberg, Arthur J. AFL-CIO: *Labor United.* New York: McGraw-Hill, 1964. 324 p. OP.
A participant in the events gives a "personal and unofficial discussion and analysis of the problems, past and future . . . of labor unity."

Gutman, Herbert G. *Work, Culture, and Society in Industrializing America: Essays in Americn Working-Class and Social History.* New York: Knopf, 1976. 343 p.
This book, a seminal work of the "new labor history," depicts the development of the labor movement within the texture of American social history. It emphasizes the "shop floor," ethnicity, the working family, and the community.

Kornbluh, Joyce L. *Rebel Voices: An I.W.W. Anthology.* Ann Arbor: Univeristy of Michigan Press, 1964, 432 p.
The history of the IWW as told by the "Wobblies" themselves through their tracts, pamphlets, newspapers and magazines.

Meltzer, Milton. *Bread and Roses: The Struggle of American Labor,* 1865- 1915. New York: New American Library, 1977. Reprint of 1967 ed.
Covers the 50 years between the Civil War and World War I, picturing the workers' lives largely through their own words.

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Morris, Richard B., ed. *The U.S. Department of Labor Bicentennial History of the American Worker.* Washington, GPO, 1976. 327 p.
Illustrated history of the American worker with contributions by leading labor historians. Includes a concise account of union history since World War II by Jack Barbash and the present status and future issues concerning collective bargaining by John Dunlop.

Rayback, Joseph G. *History of American Labor.* New York: Macmillan, 1959. 459 p.
Labor's growth against the background of American political, social economic and industrial history.

Stein, Leon. *Triangle Fire.* New York: Lippincott, 1962. 224 p. OP.
A recreation of an industrial disaster which killed 146 people, most of them young women.

Stein, Leon, ed. *Out of the Sweatshop: The Struggle for Industrial Democracy.* New York: Quadrangle, 1977. 367 p.
A book of readings dramatizing the garment workers' battle against the sweatshop and their struggle to form the International Ladies Garment Workers Union.

Taft, Philip. *A. F. of L. In the time of Gompers.* New York: Octagon, 1970. Reprint of 1957 ed. 508 p.

Taft, Philip. *A. F. of L. From the Death of Gompers to the Merger.* New York: Octagon, 1970. Reprint of 1959 ed. 490 p.
These two volumes provide a detailed, basic history of the American Federation of Labor.

Ware, Norman. *The Labor Movement in the United States, 1860-1895.* Magnolia, MA: Peter Smith, 1959. 430 p.
Deals with the Knights of Labor and its relation to the rest of the labor movement.

Wertheimer, Barbara M. *We Were There: The Story of Working Women in America.* New York: Pantheon Books, 1977. 427 p.
From pre-colonial times to the early twentieth century, the role of women at work and in the labor movement is described.

Biographies

Anderson, Jervis. *A. Philip Randolph: A Biographical Portrait.* New York, Harcourt-Brace, 1973. 398 p.
Mr. Randolph's significant role in the trade union and civil rights movements is a large part of this biography of the long-term head of the Brotherhood of Sleeping Car Porters.

Atkinson, Linda. *Mother Jones: The Most Dangerous Woman in America. New York: Crown, 1978. 246 p.*
The latest work on a woman whose life was a commitment to the struggle of working people.

Dubinsky, David and Raskin, A.H. *David Dubinsky, A Life with Labor.* New York: Simon and Schuster, 1977. 351 p.
The former head of the International Ladies' Garment Workers Union's own story as dictated to Raskin in tape-recorded conversations from 1969 to 1972.

Dubofsky, Melvyn, and Van Tine, W. *John L. Lewis, A Biography.* New York: Quadrangle, 1977. 619 p.
A detailed account of the man and the union he led for four decades.

Gompers, Samuel. *Seventy Years of Life and Labor.* Fairfield, N.J.: Augustus Kelley, 1974. Reprint of 1925 ed. 2v.
The autobiography of Samuel Gompers, who was head of the American Federation of Labor for nearly 40 years.

Goulden, Joseph C. *Meany: The Unchallenged Strong Man of American Labor.* New York: Atheneum, 1972. OP.
Chronicles Mr. Meany's important role in the American labor movement from his early days in New York.

Goulden, Joseph C. *Jerry Wurf: Labor's Last Angry Man.* New York: Atheneum, 1982. 296 p.
This tells about Jerry Wurf and about his union, much of it in his own words. He recounts his battles, both professional and personal.

Levy, Jacques E. *Cesar Chavez, Autobiography of La Causa.* New York: Norton, 1975. 546 p.
The story of Chavez is intertwined with the struggle of the farm workers to form a union.

Madison, Charles A. *American Labor Leaders.* New York: Ungar, 1962. 506 p.
A collection of biographies of labor leaders and their impact on the labor movement.

Powderly, Terence V. *Path I Trod, An Autobiography.* New York: AMS Press. Reprint of 1940 ed.
Powderly headed the Knights of Labor from 1879-1893.

Reuther, Victor G. *The Brothers Reuther and the Story of the UAW.* New York: Hougton Mifflin, 1976. 523 p.
A memoir by a personal witness of the people and events of the trade union movement since the days of the New Deal.

Robinson, Archie. *George Meany and His Times.* New York: Simon and Schuster, 1981. 445 p.
This is George Meany's own story, told largely in his own words excerpted from taped interviews that began in late 1975.

Contemporary Issues

Almquist, Elizabeth McTaggart. *Minorities, Gender, and Work.* Lexington, MA: D.C. Heath, 1979. 223 p.
Experiences of eight minority groups in the labor market.

Ball, Robert M. *Social Security: Today and Tomorrow.* New York: Columbia University Press, 1978. 528 p.
Questions and answers covering various aspects of social security. Presents useful answers on a wide variety of topics relating to this complex subject area.

Bluestone, Barry. *Capital and Communities: The Causes and Consequences of Private Disinvestment.* Washington: Progressive Alliance, 1980. 334 p.
Discusses the causes and effects of the epidemic of plant closings throughout the country.

Cahn, Ann F., ed. *Women in the U.S. Labor Force.* New York: Holt, Rinehart and Winston, 1979. 309 p.
The volume concentrates on a broad-guaged analysis of the origins, the implications and the remedies for womens' joblessness and underemployment.

Chamot, Dennis, and Baggett, Joan M., eds. *Silicon, Satellites and Robots:* Washington: AFL-CIO Department for Professional Employees, 1980. 52 p.
Deals with the impacts of technological change on the workplace.

Cook, Alice H. *Working Mother: A Survey of Problems and Programs in Nine Countries.* Ithaca, NY: Cornell University, NYSSILR, 1978. 71 p.
Includes chapters on the number of women who work, the reasons why they work, their education, the types of jobs they hold, child care, national policies toward working women, and women and trade unions.

Hawkins, Robert G., ed. *The Economic Effects of Multinational Corporations.* Greenwich, CT: JAI Press, 1979. 330 p.
Partial contents include: "Jobs and the Multinational Corporation: The Homecountry Perspective," by Stephen P. Magee; "Collective Bargaining and Labor Relations in Multinational Enterprise: A U.S. Public Policy Perspective," by Duane Kujawa; and "Technology Creation and Technology Transfer by Multinational Firms," by Arthur W. Lake.

Kazis, Richard and Richard L. Grossman. *Fear at Work: Job Blackmail, Labor and the Environment.* New York: Pilgrim Press, 1982. 306 p.
This book attempts to show that jobs and environmental quality are not mutually exclusive. Both are basic requirements of a just society—and both should be recognized as basic rights of all citizens.

Levitan, Sar A. *More than Subsistence: Minimum Wages for the Working Poor.* Baltimore: John Hopkins University Press, 1979. Policy Studies in Employment and Welfare, No. 34. 179 p.
An analysis of the role of the minimum wage and its effects on the working poor and in turn on the economy.

Masi, Dale A. *Human Services in Industry.* Lexington, MA: Lexington Books, 1982. 246 p.
While showing how the social worker can serve in industry, this book describes the various fringe benefits and employee assistance programs prevalent in industry.

Mitchell, Daniel J. B. *Unions, Wages, and Inflation.* Washington: Brookings, 1980. 290 p.
Considers the effect of the setting of wages of collective bargaining on inflation.

Pay Equity. Washington: American Federation of State, County and Municipal Employees. 1980. 22 p.
An overview of the state of wage discrimination faced by women: the causes of comparable worth, occupational segregation and job evaluation.

Rifkin, Jeremy, and Barber, Randy. *The North Will Rise Again, Pensions, Politics and Power in the 1980s.* Boston: Beacon Press, 1978. 279 p.
Deals with the "most powerful pool of private capital that exists anywhere in the world"—pension funds—and urges workers and unions to demand a voice in their use.

Labor Economics and Labor Relations

Beal, Edwin, and Begin, James P. *The Practice of Collective Bargaining,* sixth edition. Homewood, IL: Richard D. Irwin, Inc. 606 p.

Center to Protect Workers Rights. *From Brass Knuckles to Briefcases: The Changing Art of Union-Busting in America.* Washington: CPWR, 1979. 89 p.
A detailed description of the newer methods used by employers and their consultants to discourage unionization.

Chamberlain, Neil W. *Sourcebook on Labor.* New York: McGraw-Hill, 1964. 382 p.
Brings together some of the raw materials of the subject of industrial relations—documents, laws, arbitration awards, reports of government inquiries.

Freed, Sherwin. *Measuring Union Climate.* Atlanta: Conway Publications, 1981. 326 p.
Contents include the following: geographic analyses of NLRB election activity, results and trends; election activity and results in selected standard statistical areas; election activity and results in Right-to- Work and non-Right-to-Work states.

Garbarino, Joseph W., Feller, David E., and Finkin, Matthew, W. *Faculty Bargaining and Public Higher Education.* San Francisco: Jossey-Bass Inc., 1977. 236 p.

Kreps, Juanita M. and Clark, Robert. *Sex, Age and Work: The Changing Composition of the Labor Force.* Baltimore: Johns Hopkins University Press, 1976.
Identifies the changes that have occurred in recent decades in the age and sex distribution of market work and asks whether similar reallocations of work have taken place in the home as well.

Kreps, Juanita M., and others. *Contemporary Labor Economics and Labor Relations: Issues, Analysis and Policies.* 2nd ed. Belmont, CA: Wadsworth Pub. Co., 1980. 478 p.

Kochan, Thomas A. *Collective Bargaining and Industrial Relations: From Theory to Policy.* Homewood, IL: Irwin, 1980. 523 p.
Contents include the following: historical developments of industrial relations; the structure of collective bargaining; dispute resolution procedures; dynamics of change in union-management relations; and collective bargaining and national labor policy.

Marshall, F. Ray, King, Allen G., and Briggs, Jr., Vernon M. *Labor Economics.* 4th ed. Homewood, IL: Irwin, 1980. 594 p.
Contents include the following: labor and industrialization; the development of trade unionism in the United States; the supply of labor; the demand for labor; and the impact of trde unions on wages, prices and the national income.

Perlman, Selig. *The Theory of the Labor Movement.* Fairfield, NJ: Augustus Kelley, Reprint of the 1982 ed.
"Nobody has displaced Selig Perlman's A Theory of the Labor Movement . . . as the most important interpretive treatment, although much has been written in recent years pro and con on the Perlman theory"—Jack Barbash, (1953) in *The Practice of Unionism.*

Sloane, Arthur A. and Whitney, Fred. *Labor Relations.* 3rd ed. New York: Prentice-Hall, 1977. 524 p.
Designed to serve as an aid to all readers who desire a basic understanding of unionism.

Steiber, Jack. *Public Employee Unionism, Structure, Growth Policy.* Washington: Brookings Institution, 1973. 256 p.
Examination of the basic forms, structure and administration of various unions and associations representing state and local government employees.

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Gould, William B. *A Primer on American Labor Law*. Cambridge, MA: MIT Press, 1982. 242 p.
A descriptive book which provides an outline of American labor law for laborand management representatives and others who are not specialists in the field.

Schlossberg, Stephen I. *Organizing and the Law*. Rev. ed. Washington: Bureau of National Affairs, 1971. 304 p.
Tries to set out in "usable and readable form the major legal principles affecting union organizations."

U.S. National Labor Relations Board. *U.S. National Labor Relations Board*. Washington: GPO, 1978. 59 p.
A guide to basic law and procedures under the National Labor Relations Act. Provides a basic framework for a better understanding of the National Labor Relations Act and its administration.

Labor Unions

Barbash, Jack. *American Unions: Structure, Government and Politics*. Philadelphia: Philadelphia Book Co., 1966. 183 p. OP.
Describes the levels of union government, their forms and functions as well as the relevance of union government to the values and processes of democratic society.

Bok, Derek, C. and Dunlop, John T. *Labor and the American Community*. New York: Simon and Schuster, 1970. 542 p.
An assessment of the status and prospects of the American labor movement in relation to the world around it.

Brooks, Thomas R. *The Road to Dignity: A Century of Conflict: A History of the United Brotherhood of Carpenters and Joiners of America, AFL-CIO, 1881-1981*. New York: Atheneum, 1981. 234 p.
The perspective of this narrative of a hundred years of the United Brotherhood of Carpenters and Joiners of America helps to understand how this Union really works and what it truly regards as vital.

Marshall, Ray and Rungelling, Brian. *The Role of Unions in the American Economy*. New York: Joint Council on Economic Education, 1985. 172.p.
A revision of the 1976 edition that reviews the origins and history of labor unions in America and probes contemporary issues in the labor movement.

Perlman, Mark. *The Machinists: A New Study in American Trade Unionism*. Cambridge, MA: Harvard University Press, 1961. 333 p.
History and government of one of the largest unions in the United States.

Reference Books

Grune, Joy, ed. *Manual on Pay Equity*. Conference on Alternative State and Local Policies. 1980. 224 p.

Roberts, Harold S. *Robert's Dictionary of Industrial Relations*. Washington: Bureau of National Affairs, 1971. 599 p.
Clear explanations of a large number of current and historical terms and phrases as well as laws and cases. Helpful references to other sources are provided.

Soltow, Martha Jane. *American Women and the Labor Movement 1825-1974: An Annotated Bibliography*. 2nd ed. Metuchen, NJ: Scarecrow Press, 1976. 247 p.

Who's Who in Labor. New York: Arno Press, 1979. 807 p.
Includes some 3,800 entries of persons currently active in the labor movement.

Wisconsin State Historical Society. *American Federation of Labor Records: The Samuel Gompers Era: Guide to a Joint Microfilm Edition. Madison: 1981. 67 p.*
This is the guide to the microfilm edition which brings together the American Federation of Labor records dating from the Gompers era now held by the AFL-CIO and the State Historical Society of Wisconsin. A description of the records in each place is given.

Recently Published Books

Bernstein, Irving. *A Caring Society: The New Deal, the Worker, and the Great Depression: A History of the American Workers, 1933-1941*. Boston: Houghton Mifflin, 1985.

Chaison, Gary N. *When Unions Merge*. Lexington, MA: Lexington Books, 1986.

Cook, Alice Hanson. *Comparable Worth: A Case Book of Experiences in States and Localities*. Honolulu, Hawaii: Industrial Relations Center, University of Hawaii at Manoa, 1985.

Cook, Robert. *Public Service Employment: the Experience of a Decade*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 1985.

Dubofsky, Melvyn. *Industrialism and the American Worker, 1865-1920*. 2nd ed., Arlington Heights, IL: H. Davidson 1985.

Dulles, Foster Rhea. *Labor in America: A History*. 4th ed., Arlington Heights, IL: Harland Davidson, 1984.

Fink,Gary M. *Biographical Dictionary of American Labor*. Westport, CT: Greenwood, 1984.

Freeman, Richard B., and Medoff, James L. *What Do Unions Do?* New York: Basic Books, 1984.

Levitan, Sar A. *Protecting American Workers*. Washington: Bureau of National Affairs, 1986.
An assessment of government programs.

Menfeld, Maurice F. *American Working Class History: A Representative Bibliography*. New York: Bowker, 1983.

Rothstein, Lawrence E. *Plant Closings*. Dover, MA: Auburn, 1986. Power, politics, and workers.

Samuel Gompers Papers. Urbana: University of Illinois, 1986.

Schuster, Michael H. *Union-Management Cooperation: Structure, Processes, Impact*. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, 1984.

Tomlins, Christopher L. *The State and the Union: Labor Relations, Law, and the Organized Labor Movement in America, 1880-1960*. Cambridge, New York: Cambridge, 1985.

Women's Work, Men's Work: Sex Segregation on the Job. Washington: National Academy, 1985.

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AFL-CIO News. Washington, D.C.: AFL-CIO. Weekly.

Arbitration Journal. New York: American Arbitration Association, Quarterly.

Education Update. Washington, D.C.: AFL-CIO Education Department. Bi-Monthly.

Free Labour World. Brussels: International Confederation of Free Trade Unions. Bi-monthly.

Industrial and Labor Relations Review. Ithaca: Cornell Univesity, NYSSILR. Quarterly.

Industrial Relations. Berkeley: University of California, Institute of Industrial Relations. Three times a year.

Industrial Relations Law Journal. Berkeley: University of California. School of Law. Quarterly.

International Labour Review. Geneva: International Labour Office. Monthly.

Labour and Society. Geneva: International Institute for Labour Studies. Quarterly.

Labor History. New York: Tamiment Institute. Quarterly.

Labor Law Journal. Chicago: Commerce Clearing House. Monthly.

Labor Studies Journal. University Park: Pennsylvania State University. Three times a year.

Monthly Labor Review. Washington: U.S. Bureau of Labor Statistics. For sale by the Supt. of Docs., U.S. GPO. Monthly.

Work Related Abstracts. Detroit: Information Coordinators. Monthly.
A comprehensive, annotated index of articles and dissertations covering labor, personnel and organizational behavior, in loose-leaf format.

AFL-CIO Pamphlets and Reprints

Collective Bargaining

Breaking New Ground: Bargaining in '86

Labor-Management Climate

Cost-of-Living Clauses: Always Playing Catch-Up

Technology: Using It Wisely

Job Evaluation: An Uneven World

Collective Bargaining: Democracy on the Job (English and Spanish)

Union Security: The Case Against Compulsory Open Shop

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Why Unions? (English and Spanish)

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100 Years of American Labor ($1 per copy)

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American Guild of Variety Artists
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New York, New York 10010

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7750 Sunset Boulevard
Hollywood, California 90046

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Hollywood, California 90029

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International Union
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International Union
Director
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Kensington, Maryland 20895

Director of Public Relations
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Associate Director
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Glass Workers Union, American Flint
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Membership & Organization Dept.
1325 Massachusetts Ave., NW
Washington, DC 20005

Grain Millers, American Federation of
Secretary-Treasurer
4949 Olson Memorial Highway
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1216 Guava Isle
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Union of
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330 West 42nd Street
New York, New York 10036

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1219 28th Street, NW
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Industrial Workers of America, International
Union, Allied
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3520 W. Oklahoma Avenue
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1750 New York Ave , NW
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New York, New York 10011

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Mechanics Educational Society of America
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15300 East Seven Mile Road
Detroit, Michigan 48205

Metal Polishers, Buffers, Platers, & Allied Workers
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Education and Research Director
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GLOSSARY

AFL-CIO. A voluntary federation of labor unions, formed by the 1955 merger of the American Federation of Labor (AFL) and Congress of Industrial Organizations (CIO)

Agency shop. An arrangement that requires workers who are represented by a union but are not members to pay a service fee to the union approximately equal to the amount of union dues

Apprenticeship. A training program for the skilled trades, often jointly sponsored by labor unions and employers that combines on-the-job training with related classroom instruction

Authorization card. A card that a worker desiring union representation signs during a union organizing effort

Bargaining unit. The group of workers that a union seeks to represent; membership and structure of the unit must be approved by the National Labor Relations Board (NLRB), or the related state agency serving public employees

Blue collar. A term for workers in industrial production, maintenance, and skilled trades and crafts occupations

Central body. An organization formed of representatives from the various unions in a citywide or statewide area

Collective bargaining. Negotiation between an employer (or employers) and a union to determine the conditions of employment; the successful outcome in a contract agreement

Committee on Political Education (COPE). AFL-CIO's project to educate union members and others, particularly, on election issues and voter's responsibilities. COPE also engages in voter registration and get-out-the vote activities.

Contract. An agreement between a union and an employer (or employers) arrived at through collective bargaining that is legally binding on both parties

Craft union. A trade union that limits membership to persons holding some specific skill, for example, electricians or carpenters

Equal Employment Opportunity Commission. Federal government agency established to investigate and enforce the law regarding employment discrimination

Fair trade. The viewpoint that the United States should adopt reciprocal measures to counteract unfair and restrictive practices that other nations use to improve their trading position in the U.S. Market

Free trade. The viewpoint that goods and services should be freely allowed into the United States, regardless of the trade practices of other nations toward goods produced in the United States

Fringe benefits. Benefits paid by the employer in addition to wages, such as paid vacation, health insurance, and retirement plan

Grievance. A complaint about conditions of employment typically made by a worker who believes that the employer has violated a part of the contract agreement

Industrial union. A union with members who represent various trades and occupations (Note: Many modern unions combine aspects of craft union and industrial union.)

Joint Apprenticeship Committee (JAC). A committee with both labor and management representatives that coordinates a local apprenticeship program

Journeyman. A worker who has completed an apprenticeship program and is considered a fully-skilled tradesperson

Local union. The level of union organization that represents the needs of union members in their own communities

Minimum wage. The lowest allowable pay rate as set by the federal wage-hour law and related state or local laws (Note: The wages may not apply to all types and sizes of business.)

National Labor Relations Act (also known as the Wagner Act). The 1935 federal law that guarantees workers the right to organize unions and conduct collective bargaining

National Labor Relations Board (NLRB). Federal agency established to supervise union elections and investigate unfair labor practice cases and other violations of the National Labor Relations Act

Occupational Safety and Health Act. Federal law (passed in 1970) that establishes standards for workplace health and safety and provides for investigation of unsafe conditions at the request of workers (Note: The Occupational Safety and Health Administration—OSHA—is charged with enforcing this law.)

Open shop. A workplace where employees are not required either to join the union or to pay a service charge to the union for representation

Overtime. Work above and beyond the normal work week such as hours beyond forty per week (Note: The rate of pay for overtime is typically 1 ½ times the regular pay rate.)

Pay equity. (Sometimes referred to as "comparable worth"). A policy that calls for equal pay among occupations of similar skill level and responsibility, regardless of position titles

Pension. A retirement plan provided by an employer in addition to Social Security

Public Employee Relations Board. A state agency with duties similar to the NLRB that oversees union elections among state and local government employees

Representation petition. A document, prepared by a group of workers desiring a union election, that is sent to an area office of the NLRB that supervises the election

Social legislation. Laws designed to overcome such social problems as discrimination, hunger, and poverty

Strike. A work stoppage, conducted by a union, that is designed to compel management to recognize the union as a collective bargaining agent, to correct an unresolved grievance, or to agree on contract terms

Unemployment compensation. State-federal government program that provides payments to unemployed workers (Note: Coverage currently is limited to six months in most states.)

Unfair labor practice. Illegal anti-union behavior or, in some cases, illegal union behavior as determined by the NLRB (Note: It often involves management attempts to hamper collective bargaining.)

Union shop. A workplace where the contract requires members of the bargaining unit to become union members within a specified time after they are hired

White collar. A term for workers in professional, technical, sales, clerical, or service occupations, that is, employees not directly engaged in the skilled trades or industrial production

Workers' compensation. A government program to compensate workers injured or disabled on the job

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